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ABSTRACT

The curriculum is intended to train classroom aides or other volunteers to be notetakers and tutors, and provide information for interpreters for mainstreamed hearing impaired (HI) students in elementary and secondary schools. Chapter I discusses obstacles of hearing impairments in student acquisition of speech, reading and writing skills, and frustrations of regular teachers, which led to initiation of the initial project to train two aide trainees to be notetakers, tutors, educational sign language and oral interpreters, and teacher liaisons. Also discussed are such topics as administrative considerations, the necessity for training, selection of trainees, ways to recruit volunteers, and supervision of support service providers. Chapter II on notetaking provides step-by-step guides for four 2-hour workshop training sessions consisting of an introduction to lecture notetaking (e.g. chemical bonding), mechanics and techniques, shaping techniques, and supervision and student study skills. Chapter III consists of nine training sessions on such topics as the role of a tutor, techniques for developing rapport with the student, suggestions for increase in tutor sign language proficiency, and methods for diagnosing students' learning needs. Chapter IV introduces educational interpretation with a list of interpreter training programs in 10 northeasterm states, then discusses such aspects as the role of an educational interpreter, choosing a sign language system and assessing and improving interpreting skills. Appended are a bibliography with 31 references on sign language, 5 references on interpreting, and 22 general references; and an article by L. Reed on "How to Use an Educational Interpreter." (MC)

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NOTETAKERS, TUTORS, & EDUCATIONAL INTERPRETERS IN PUBLIC SCHOOLS

A Project T.E.A.M. training manual

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PROJECT T.E.A.M.

TRAINING EDUCATIONAL AIDES FOR THE MAINSTREAM

T.E.A.M. received Federal funding through ESEA Title IVC.

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Montgomery County Intermediate Unit No. 23
Pennsylvania

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CHAPTER I

Introduction

Project TEAM - Training Educational Aides for the Mainstream - was a model demonstration project which was designed to train classroom aides or other volunteers as notetakers, tutors and interpreters for mainstreamed hearing impaired students.

In Chapter 1, after a brief description of the original project, suggestions will be given as to how a similar program could be established in your school or school district.

Chapters 2 and 3 present training guides and all materials necessary for training notetakers and tutors.

Chapter 4 provides a more general guideline for hiring and upgrading the skills of educational interpreters.

Rationale

Deafness or hearing loss is a communication handicap. This handicap often presents insurmountable barriers for hearing impaired persons as they learn to speak, read and write. Even the most motivated hearing impaired person can lag behind hearing peers in the acquisition of necessary skills. For example, deaf adults with third grade reading abilities are considered average. Even hearing impaired college students at the National Technical Institute for the Deaf, who represent the highest achievers from public and private schools across the United States, have only an average reading level of fifth grade. [1]

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[1] Wilson, Jimmie J., Notetaking: A Necessary Support Service for Hearing Impaired Students, Teaching Exceptional Children, 9/81.

As hearing impaired students progress from grade to grade, the pace of learning increases. Those outstanding mainstreamed students who succeed in elementary school encounter new obstacles in junior and senior high school. Such obstacles include the following situations which occur routinely in secondary schools:

- Students rely heavily on television, radio and peer conversations for information.
- Information about school events and procedures is quickly repeated over the public address system.
- Teachers lecture frequently; they walk around the room and speak toward the chalkboard as they write.
- Emphasis is placed on classroom discussions.
- Assignments are often given as students rush to their next class.

Clearly, the hearing impaired person suffers marked disadvantages in the average secondary school environment where so much depends on oral communication.

For the regular education teachers, mainstreaming can become synonymous with "put upon" and "dumping ground." Classroom teachers are finding themselves responsible for educating students with varying handicaps as well as the children normally enrolled in their classes. Not only do they lack the training to teach handicapped students but in most cases they have no other choice but to accept them. Naturally this has become a frustrating and overwhelming situation.

The Special Education teachers of self-contained classes are also in a quandry. They find themselves caught between providing services to their partially mainstreamed students and maintaining on-going lessons for students who remain in the self-contained class. Scheduling becomes a nightmare, and there is little opportunity for communication with the regular education teacher. The teacher realizes that in order for the partially mainstreamed student to succeed optimally, support services in the form of interpreting, tutoring or notetaking are needed. With five other students in her class, however, the special education teacher can not leave the room to provide such support services. Everyone - student, regular education teacher and special education teacher - is in a dilemma.

In 1980, the Montgomery County Intermediate Unit was faced with these same difficulties. Some students had been successfully integrated into the regular classroom with little or no difficulty while others required the help of itinerant supportive services. Other students remained in self-contained classrooms for all learning activities. Their self-contained classes were housed within public schools, and students were integrated for elective and academic subjects whenever possible. Some high school students were entering a vocational-technical school for part of the year. Others wanted to take greater advantage of the elective and academic career courses at the high school. Clearly modifications in the program personnel were necessary to meet the mainstreaming needs of these students.

As one solution to these basic problems, the Intermediate Unit developed and received funding for a Title IV C proposal.

The Project was known as Project TEAM (Training Educational Aides for the Mainstream) and its objectives were as follows:

1. To develop a new role for classroom aides as tutors, notetakers and interpreters.
2. To develop a training program for aides utilizing these new functions.
3. To hire and train two aides using the training program.
4. To field test this model within the I.U. hearing impaired program, noting its successes and limitations.

In order to meet the most crucial needs of its own student population, the I.U. decided to train the aides as notetakers, tutors, educational sign language and oral interpreters, and teacher liaisons.

Two aide trainees were hired who had no previous exposure to hearing impaired persons. They were known as TPI's (Technical Partners in Integration). In September, 1980 the TPI's began the rather overwhelming task of learning:

1. about the educational effects of hearing impairment
2. notetaking and tutoring approaches
3. educational interpreting

At the end of three months, both TPI's were functioning as notetaker/tutor, assisting as aides for the secondary self-contained classes, and continuing to receive extensive instruction in sign language. By May the TPI's were also working as interpreter/transliterators at the elementary level.

Interviews with students, special education teachers, regular education teachers, and trainees were conducted at the end of the school year.

The comments were extremely positive and indicated that everyone who had participated in the project felt it was an effective way of assisting hearing impaired students in the mainstream. A sample of the interview comments can be found at the conclusion of this chapter in Appendix I.

The project was refined under continued field testing during its second year. One trainee continued as an interpreter/tutor/notetaker for Project TEAM and experienced a greater sense of success as the roles continued to become more defined and her skills progressed.

In the pages that follow, some of the issues and concerns related to instituting a program such as TEAM are discussed. These discussions take into account some of the important lessons which were learned from Project TEAM.

An Adaptable Training Program

Although Project TEAM addressed itself specifically to the support service needs of hearing impaired students, notetaking and tutoring would be helpful for students with other exceptionalities as well, notably blind, English as a Second Language, and othopedically handicapped. The training sessions which were developed for TEAM can be easily modified to highlight the particular needs of other handicapped students.

A major goal of the notetaking workshops, helping notetakers organize and control the language of their notes to meet needs of individual students - is applicable to any notetaking program. Techniques which were introduced in the tutoring workshops are useful for any tutor to know, especially tutors whose students have language related difficulties. Certainly the concept of utilizing aides and volunteers as tutor/notetakers is valuable for students with many kinds of educational barriers.

Administrative Considerations

Adding new support services to a program requires careful thought, planning, and discussion with all of the persons affected by the change. A chain of authority needs to be established, a support service coordinator chosen, and the duties of support service personnel delineated. Staff members, teachers, and students who have direct contact with notetaker/tutors or interpreters need to know what can be expected as a result of the new services. Parents need to be informed and consulted about the use of support service. School administrators should be aware of what the volunteers are doing on their campus. The following is a checklist to help you remember the people who should be contacted about the new support services offered through your program.

- School administrators -
    - Principal
    - Vice Principal(s)
    - Counselors
- District Personnel directly responsible for your students
- Regular Education Teachers involved with students
- Special Education Teachers -
    - Self-contained
    - Itinerant
- Parents of hearing impaired students
- Intermediate Unit Personnel
    - Supervisors of program using the new service
    - Director of Intermediate Unit
    - Personnel Director

Why Is Training Necessary?

At this point you may accept the necessity of providing support services to hearing impaired students but may question the need for extensive training of tutors, notetakers and interpreters. The rationale for training can best be presented by examining the skills which are necessary for tutors, notetakers and interpreters to provide effective support services.

Notetakers must:

1) maintain an accurate, organized record of all
    a) lectures
    b) discussions
    c) films
    d) instructions for assignments
    e) relevant student comments
2) write the notes in language that the hearing impaired student will understand
3) use a standard method of indicating important points, assignments and new vocabulary
4) write clearly using complete sentences to reinforce proper sentence structure
5) develop good rapport with teacher and student(s)

Tutors must exhibit the following skills:

1) communicate well with the student(s)
2) develop good rapport with the student(s) and teacher
3) use effective questioning techniques
4) know how to use a variety of tutoring techniques
5) be able to draw the student(s) into the learning process and give him responsibility for the course
6) work well with special education and classroom teacher

An educational interpreter requires extensive training and experience. For this reason and because training interpreters is not cost effective for an individual Intermediate Unit program, it is recommended that you hire an interpreter who is already well qualified for the position. A list of Registry of Interpreters for the Deaf (RID) accredited training programs in the northeastern United States is provided in the final chapter of this manual. Contact persons are indicated who are willing to suggest trained candidates for interpreting positions. The final chapter also lists the responsibilities of an educational interpreter and suggests screening methods you may wish to use to help you hire the best interpreter for the job.

Because of the variety of specific skills required of tutors and notetakers, an effective training program is crucial to their success as support service personnel. Chapters 2 and 3 provide step-by-step guides for training tutors and notetakers and include all necessary materials. Chapter 4 suggests some criteria for hiring educational interpreters and recommends methods for upgrading interpreting skills.

Who Should be a Notetaker or Tutor?

With adequate training, there are a number of candidates for the role of notetaker, tutor or notetaker/tutor including:

- a student who is currently achieving well in the class
- an honors student who has taken the class before and who will receive academic credit or other recognition serving as a notetaker
- parents or adult volunteers
- special education teachers or their classroom aides
- interpreters

Of the various candidates for notetaking, and/or tutoring, there are several advantages for using the classroom peer. Peers are familiar with the teacher's style of instruction and are already taking notes for themselves. A copy of their notes can be easily xeroxed for handicapped students. If special credit is being given for notetaking, the selected student may maintain higher quality notes. Peer notetakers, however, can have certain limitations. Unless monitored, the quality of their notes may begin to deteriorate over time, particularly after the novelty of notetaking has worn off. Often classroom peers prefer to simply listen to lectures, films and discussions instead of writing organized notations. Student notetakers may not be fully sensitized to the language problems of their hearing impaired peers. Their notes may become sketchy reminders intended only to jog the memory of someone who has heard and understood the vocabulary and content of the classroom activity.

Peer tutoring can be most effective if some clear guidelines are followed. It is suggested that peer tutors:

1) have attended the class previously
2) are receiving honors credit for tutoring
3) are functioning as notetakers in the hearing impaired students class
4) have received training in tutoring hearing impaired students
5) are being supervised by the support service coordinator

Without this kind of extensive involvement in the course and background in tutoring, the tutor may have difficulty planning meaningful sessions. Peer tutors need support and encouragement from someone on the professional staff so that they will continue to improve their teaching techniques.

Parents of hearing impaired students and other adult volunteers should be considered for the role of notetaker/tutor. If trained and supervised, they can fill this service very well. Adults bring their own unique knowledge and experience to the task. Because of the years that parents have spent working with their own hearing impaired child, they have an added investment in helping deaf students. Although parents and adult volunteers are well suited for this function, scheduling is often a major problem. If an adult lives near the school, travel time is cut down. The program coordinator may want to arrange for travel reimbursement in some cases. In many instances, adults will need to be able to make an additional time commitment beyond the classroom hours in order to enhance their understanding of the academic material. It is not recommended, however, that parents notetake for their own child because they generally find it extremely difficult to maintain objectivity when working with their own child. Sometimes the child may become too dependent, feeling that "Mom or Dad will do it all for me."

Para-professional and professional staff members, such as aides, hearing and speech therapists, resource room and self-contained classroom teachers, are often good choices for the role of notetaker/tutor. They know the students well. They have expertise in dealing with the student's handicap and its ramifications in the mainstream setting. Training in the mechanics of notetaking can be relatively simple as staff members already understand the reasons why notetaking adjustments need to be made for their students. Previous teaching experience in the classroom would make it easy to train aides to work as tutors. While teachers and speech or hearing therapists would certainly make excellent notetakers, it is doubtful that time will permit them to accept the additional responsibility. Special education classroom aides are perhaps in the best position to serve as notetakers/tutors. Their schedule is often flexible. They are familiar with the handicapped student, the school setting, and possibly with the classroom teacher. They are in a good position to function as a liaison between the classroom teacher and the special education teacher.

Interpreters are excellent choices for providing notetaking and tutoring services. Prior knowledge and experience make them superb resources for the classroom teacher and ready candidates for training. At the National Technical Institute for the Deaf, a two year program has been established which trains interpreters in the roles and skills necessary to function as Tutor/Notetaker. When interpreters have gaps in time alloted for interpreting, they can take notes for another student or group of students. A tape recorder can also be used if the interpreter must occasionally be elsewhere during class time. Later the interpreter can transcribe notes from the tape.

Notetaking and tutoring provides a welcome break from hours of interpreting. A clear record of class events is more helpful to some students in certain courses than interpreting would be.[1] Although an interpreter can function as a notetaker/

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[1] Wilson, Fred L. The Tutor/Notetaker as a Support Service for Deaf Students: Viewpoint of a Classroom Teacher, presented May, 1980. meeting of the Assoc. of Handicapped Student Services Programs in Post-Secondary Education, Denver, Colorado.

tutor, switching roles can become confusing to a hearing impaired student and classroom teacher. If an interpreter wears a smock when on interpreting duty, this is less of a problem.

Clearly, there are numerous individuals who can serve the notetaking/ tutoring role, and their selection will in the final analysis be based on time, availability, and special characteristics of both the handicapped student and the classroom needs.

Recruiting Volunteers

Several sources for volunteers have already been mentioned. Below is a list which includes some others you may have overlooked.

- Student honors society (peer or cross age notetakers)
- High school Future Teacher's Club
- Special education parent groups
- Parent Teacher Association
- Local churches
- Retirement communities
- Conduct interview with a local newspaper and request that volunteers contact you
- Ask to talk with graduate level special education classes in a nearby college to recruit college age volunteers

Supervision of Support Service Providers

Supervision is an essential aspect of any support service program. Notetakers, tutors, and interpreters need the constructive feedback that an informed coordinator can provide. Peer notetakers and adult volunteers need the continual encouragement and expertise of someone within the special education program. When the notetaker is also functioning as a tutor, supervision becomes even more vital to the success of the support services. Interpreters also benefit from a supervisor who is supportive, professional, and sets high standards for interpreting excellence.

It is recommended that the support service coordinator schedule regular meetings with each notetaker before the end of the training period. Follow-up meetings should be held every week for one month and then every two to three weeks until the end of the school year. During these meetings the notetaker and support service coordinator review the notetaker's most recent notes using the "Notetaking Skills Checklist."* The "Tutor's Log"* provides a good basis for discussion between coordinator and tutor. This is also a good time to clear up any questions the notetaker/tutor may have regarding the mainstream class, teacher, or student. Routine supervisory meetings are extremely valuable in the smooth performance of support services. They help motivate new notetakers and tutors to improve their skills and techniques. Volunteers and aides also feel that they have contact with someone who understands and appreciates their important role.

*See Training materials in Chapters 2 & 3.

Supervisory meetings with educational interpreters can be conducted within a group when more than one interpreter is on staff. Meetings should take place every week until the schedule and specific role of each interpreter is established and then every two to three weeks for the remainder of the school year.

Interpreters tend to feel rather unattached to a particular group or school, especially if they travel from place to place. For this reason, it is vital that group meetings be supportive. Meetings should also address the daily problems interpreters face such as 1) teachers who wish to leave them in charge of the class, 2) hearing impaired students who do not watch the interpreter, 3) how to prepare a class and teacher for a hearing impaired student and an interpreter, 4) and training hearing impaired students to use an interpreter. You may also wish to use this time to help your interpreter upgrade their skills by using video tapes to increase their sign to voice abilities, or audio cassette tapes of different lectures to increase their speed and conceptual use of signs. Supervisory meetings can be personally and professionally valuable for interpreters, improving the service they perform for hearing impaired students.

APPENDIX I

COMMENTS REGARDING PROJECT EFFECTIVENESS

Student Comments:

1) Students indicated that the notes

   "helped me remember what the teacher said"

   "made the language easier to understand"

   "circling words and using stars helped me know what to study"

   "I had to watch the interpreter and couldn't write my own notes"

2) Many of the students requested additional services for the following year.

3) Students valued tutoring most for the way it prepared them for tests. "Tutoring helps me get ready for tests and quizzes."

4) Some students felt that they needed tutoring to help clarify new information. "The tutor sometimes explains new information."

APPENDIX I

SPECIAL EDUCATION TEACHERS' COMMENTS:

1) On the importance of tutoring and notetaking:

> "Tutoring and notetaking helps them get over the shock of going from a small group to mainstream class."

> "Having a notetaker allows students to get notes of information not outlined on the board (i.e. films, examples from lectures, oral quiz items) and permits students to concentrate on interpreting and then have the same information for reinforcement later."

2) Some problems that can occur. "A tendency with one student to become dependent on the notetaker."

> "The quality of the notes depends upon the notetaker."

3) Some suggestions:

> "The notetaker should be the same for one class."

> "Notetaker should be available to help hearing students during labs. This makes the notetaker more accepted by the teacher and other students."

APPENDIX I

REGULAR EDUCATION TEACHERS' COMMENTS:

1.) Appreciation for the services:

> "She was like a gift, really helped out in the shop during demonstrations. I've come to depend upon her."
>
> "The content and vocabulary of the notes were excellent."
>
> "Other high school students benefited from the service because requirements, assignments, tests, and homework are much clearer with notes."

2.) How the services affected other students:

> "I give copies of the notes to other students who have been absent."
>
> "Helped vision impaired student take a test."
>
> "Helped out with CPR lectures."
>
> "Assisted other students in labs."

3.) On interpreting:

> "Other students adjusted quickly to the interpreter. They began to pick up signs from her."
>
> "I was nervous at first but now Betsy seems to belong in the class."
>
> "Sarah (the hearing impaired student) could not make it without the interpreter but with the interpreter she is doing very well."

Notetaking: A Necessary Support Service for Hearing-Impaired Students

JIMMIE JOAN WILSON

■ Notetaking, the "unseen support service" for hearing-impaired students, is becoming more accepted in mainstreamed public school programs on all levels. At the National Technical Institute for the Deaf (NTID), which has been on the campus of the Rochester Institute of Technology since 1967, notetaking has been formalized and validated as an important support service. Many students find it to be more useful than interpreting in the classroom. Particularly for oral students, or for any students in the public school, notetaking may be the *only* appropriate classroom support.

From the time students begin to learn to read, notetaking can meet several needs:

1. Clarification of classroom procedures and materials.
2. Reinforcement of reading and study skills.
3. Information for tutoring.
4. Information of daily classroom proceedings for the classroom or substitute teacher.
5. Beginning the development of skills in using notes in later school years.
6. Guarantee of equal access to classroom materials.
7. An in-class source of information and liaison to resources about hearing loss and support services.

Thus, from perhaps the second grade on, or even earlier if reading skills are present, notetaking is an important, even vital support service for the hearing-impaired or indeed for any language or orthopedically handicapped student. For students in kindergarten or first grade, notes provide information for the teacher of the deaf or for parents who function as tutors.

BRIDGING THE "INFORMATION GAP"

Experience has shown that at the junior high level, hearing-impaired students begin to experience an "information gap" even greater than before in their school experience. This gap occurs because teachers tend to give less attention to whether or not students have understood instructions, classes are larger, public address systems are used for dissemination of information, and students are expected to be more independent and able to assess their own skills and needs.

In junior high, also, classes may be noisier because of large size with more independence of activity, discussion groups, lab situations, and so forth, so that a hearing-impaired student who depends on residual hearing and lip-reading may not be able to see or hear as much as he or she did in earlier grades. Classes are faster paced, vocabulary is more technical, and students have more homework and are expected to read and understand much more on their own. Teachers begin to lecture and students are expected to listen and retain what they hear. These problems increase exponentially on the high school level.

For a hearing-impaired student, whose language competence can almost invariably be described as *below* grade level simply because of the hearing problem, all of the situations described interact to create a stressful, less than acceptable learning environment. The student begins to experience tensions and constant worry because he or she is afraid of missing something. Behavior problems or acting out are apt to occur, allowing the student to feel more in control of the situation because he or she is the center of attention.

ALLEVIATING ANXIETY

Every hearing-impaired person has a collection of memories about an exam he or she missed because of not knowing about it, the party that was rescheduled (and missed), the assignment that was done incorrectly—all because of an announcement on the PA system or because many teachers have the unfortunate habit of talking to the blackboard or to the departing backs of students leaving the classroom. This means the hearing-impaired student did not see to lipread or did not even know anything was being said. It takes only a few such experiences before a student develops a constant anxiety that he or she is "missing something."

When students are expected to sit and work at their seats, the hearing-impaired student is again put into an unfavorable situation because he or she cannot look at the book or paper

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on the desk and, at the same time, maintain vigilance to see if the teacher or others are speaking. A notetaker sitting nearby can cue the hearing-impaired student if necessary, or write down what is being said when the student is unable to watch.

The notes are also useful for students with other handicapping conditions. Students with orthopedic handicaps, cerebral palsy, learning disabilities, brain injuries, or to whom English is a second language can benefit from class notes *if* the notes are written by a trained, competent notetaker. This "if" is a vitally important one, as we shall see.

A dependable notetaker solves many problems. If the notetaker is a member of the class, though this can present some difficulties, he or she is probably taking notes anyway. Such a student could be trained (see "Who Takes the Notes" below) to work as a notetaker. By using the special paper developed at NTID (see "Materials" at the end of the article) one notetaker can make as many as three or four good copies of the notes at the same time—one for the notetaker, one for the hearing-impaired student, and one for the teacher or tutor if tutoring is done by someone else. (At NTID, the same person functions as both tutor and notetaker, in most cases.) Other copies can be mechanically duplicated if necessary.

Some classes may need only minimal notetaking: a listing of the pages in the book to be read before the next class, specific details about homework, points to be covered on the next exam, when it will be, etc. By working with the classroom teacher and taking into account the specific needs of each student, the notetaker and the manager or teacher of the deaf can decide on the level of notetaking desired. The hearing-impaired student can also be included in this decision so that he or she learns to assess his or her own needs, strengths, and weaknesses.

The first sections of *The Manager's Guide* (Osguthorpe, Wilson, Goldmann, & Panara, 1980) are excellent materials for assessing specific needs of the student and classroom and in giving help in deciding the best way to meet these needs.

WHO TAKES THE NOTES?

The notetaker can be either a volunteer, peer or adult, a paraprofessional, or a professional. Table 1, adapted from the *Guide*, briefly delineates the advantages and disadvantages of each.

On the high school or junior high school level, hearing students may act as notetakers (after appropriate training), reporting to the resource room teacher or teacher of the deaf. These student notetakers can be "paid" with academic credit for independent study or community service activities, much as Explorer Scouts receive extra credits. Upperclassmen taking notes for younger students provide excellent role models.

The essential elements in this situation are the presence of adequate management support, and pre- and inservice training. *The Tutor/Notetaker* (Osguthorpe, 1980) and *The Manager's Guide* are excellent companion volumes for information on training activities. The students should be academically competent and have previous knowledge of course content of the classes in which they will take notes. It is very difficult to take notes on unfamiliar material, particularly where the vocabulary is new or very technical.

TABLE 1
Advantages and Disadvantages of Volunteers, Paraprofessionals, and Professionals as Notetakers

	Advantages	Disadvantages
Volunteers	Availability Low cost	High turnover Require training Need monitoring
Paraprofessionals	Availability Moderate cost Control quality Fair communication skills Dependable	High turnover Require moderate management
Professionals	Control quality Dependable Good communication skills Low turnover Management skills	Availability High cost

QUALIFICATIONS FOR NOTETAKING

Whether a professional, paraprofessional, or volunteer, the following basic qualifications have been identified as vital for anyone taking notes or providing tutoring for hearing-impaired students:

1. *Knowledge of the subject matter of the class.* One obvious way to have attained this is by previous attendance in the class. A professional may well have credentials as a teacher in the subject or at least in the academic level (elementary, secondary, etc.). NTID's experience is that it is difficult to be both a student in the class, for credit, and function as a notetaker at the same time. The roles can be competitive, so this should be kept in mind and carefully monitored if it is necessary to have a student taking notes in his or her own class.
2. *Above average academic achievement.* If students are functioning as notetakers, a place for recruiting notetakers is the local National Honor Society chapter or other organizations reflecting or recognizing academic excellence. Teachers can also be contacted for recommendations of former outstanding students.
3. *Sensitivity to the problems of hearing loss.* Some of this sensitivity is inherent in some individuals, but everyone dealing with academic support services to the hearing impaired should have a good orientation to hearing loss and problems engendered by the loss. Empathy, not sympathy, is the key. A good understanding of why hearing-impaired students exhibit the social and academic behavior they do, the language level of the students, specific learning problems, etc., all are necessary to prepare an appropriate set of notes or to provide information to the classroom teacher on occasion. An individualized approach is necessary to tailor the notes to the specific needs of the students.
4. *Self-confidence in dealing with classroom teachers.* It is normal and natural for teachers to be hesitant about having hearing-impaired students, or other handicapped stu-

dents, in class. These students present problems the teacher may not be trained to handle and the teacher may not have had any previous experience teaching or interacting with handicapped students. The notetaker can be a real help to the teacher by alleviating such fears, providing basic information, and acting as a liaison to others in the school or elsewhere who can be of support to the teacher.

5. *Willingness to accept criticism or apparent ill will.* It is also normal and natural for anyone working in a support service function to be criticized—sometimes fairly, sometimes unfairly—and a tutor or notetaker must be prepared to know the difference and to react appropriately. It has been NTID's experience that many times apparent ill will or criticism are symptoms of real fear on the part of the teacher of hearing-impaired students, and the notetaker has been able to calm these fears and be of support to the teacher. An attitude of helpfulness and openness is crucial.
6. *Willingness to accept direction or management.* A notetaker must be able both to work independently in the classroom, dealing with the students and teachers, and at the same time accept guidance or supervision from others who may be more knowledgeable or have more authority. This also implies the necessity for real communication skills, to keep the supervisor informed of day to day happenings, particularly if a potential problem exists.

MANAGEMENT

Consistent, regular management of any notetaking or tutoring service providers can be the key to the success of the program. This management can be done by any one of a variety of persons in the school environment. Some possibilities include the classroom teacher, the resource room teacher, the teacher of the deaf, the speech pathologist, the educational audiologist, the interpreter (if the interpreter also has credentials in education), or someone within the school administration. The manager should be familiar with the techniques, functions, and mechanics of notetaking, and the principles of tutoring, as well as be knowledgeable about the total school environment. The manager should be sensitive to the organization and to the needs of various persons within it.

Ideally, the manager should have good basic background, training, and experience in the educational problems of deafness, and some practicum experience as a *provider* of and training in the tutoring or notetaking services. It is difficult to evaluate a notetaker's work without the evaluator's having experience in providing the service. The manager will also be responsible for recruiting and training the tutor or notetaker. Information on these procedures is included in *The Manager's Guide* (Osguthorpe, et al., 1980). Although the manuals and materials were based on research done on the college level, experience has shown that the basic principles hold true on any educational level.

The manager should keep in close contact with the tutors/notetakers and with the teacher in whose class they are working. Initially, the manager should make sure that everyone involved in the process—the teacher, the tutor/notetaker, and the hearing-impaired student—has, in writing, a clear description of the total program, listing the persons involved and the responsibilities of each. The student and the teacher need an orientation or training session so that each is clear about the process. On the elementary level, or probably through high school, parents should be included in this information sharing.

Clear lines of communication should be established in the beginning, so that appropriate and regular feedback and evaluation of the program can be assured. The manager should bear the primary responsibility for this task. Both the manager and the classroom teacher can share in evaluation of notes and other activities, if this procedure is clarified from the beginning.

SUMMARY

Notetaking and tutoring, particularly notetaking, have been found to be necessary support services for mainstreamed hearing-impaired students. These services can be provided by peers, paraprofessionals, adults, volunteers, or professionals, but the key factors for a successful program are training and management. Notes are useful for teachers, students, and resource personnel and can meet a variety of needs presented by most special needs students.

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APPENDIX I

COMMENTS FROM TRAINEES:

1.) Feelings about functioning in the various roles.

> "I really liked the interpreting. It seemed the most challenging."
>
> "My role changed from teacher to teacher. At times I just provided notetaking service at other times I worked as an aide also."
>
> "I enjoyed notetaking, presenting facts in a concrete, organized manner."
>
> "It was really hard learning how to do so much in such a short amount of time."
>
> "As the roles become more defined, I felt more positive toward the job, but as each new role developed and required more of me, I had lapses of negative feelings toward the job and a sense of insecurity."

CHAPTER II

NOTETAKING

Chapter 1 discusses some of the reasons why notetakers can provide valuable assistance to hearing impaired or other handicapped students and who should be considered as possible notetaking candidates. It also stresses the importance of appropriate training for notetakers, training which will enable them to function effectively and flexibly in mainstream classes. Such a training program stresses the following:

1) the impact of mainstreaming on the handicapped student, regular classroom teacher and the class as a whole
2) ways in which notetakers can fit unobtrusively into the classroom environment
3) basic notetaking mechanics
4) techniques for modifying, adapting and amplifying materials
5) organization skills
6) adjustments which must be made in notetaking style to meet special needs of hearing impaired students

The remainder of this chapter consists of four two-hour workshop training sessions. These sessions are designed to:

1) give trainees an awareness of why notetaking is an important service for hearing impaired students
2) teach notetaking skills and give practice opportunities
3) provide feedback on the trainees' notes
4) establish a schedule for program supervision

Copies of handouts are included at the end of each session. Coordinators are encouraged to become familiar with these materials.

If this is the second or third year of your notetaking training program, it may be helpful for notetakers from the first years to assist in the training process. Experienced notetakers are particularly helpful as participants in the role playing aspects of the workshops. Experienced notetakers can also be paired with trainees to critique their practice notes.

SESSION I

INTRODUCTION TO NOTETAKING

Trainer Information

The objectives for this training session are:

1) Trainees will be familiar with the notetaking training schedule and support services offered in your program.

2) Trainees will understand the importance of notetaking as a support for hearing impaired students.

3) Trainees will become acquainted with the program director and each other.

The necessary materials and advanced preparations include:

- Make copies of Handout 1
- Paper and pens
- Prepare and make copies of a fact sheet describing your notetaking support program

The training guide which follows will enable you to cover all of the essential training points while providing sufficient flexibility for you to incorporate any features which are unique to your program.

Trainer resources and handouts for participants can be found after the training guide.

Training Guide

The following are suggested training techniques and timelines for Session I.

INTRODUCTION
(10 minutes)

1. Introduce yourself to the group.
2. Describe your role as leader of the training program.
3. Review training objectives for this session.

WARM-UP ACTIVITY
(30 minutes)

1. Break trainees into pairs.
2. Have them use manual communication to find out as much as they can about each other.
3. After 10 minutes, reassemble the group and have each trainee introduce his/her partner.

LECTURE
(30 minutes)

1. Describe the notetaking service available to students in your program. You may want to include the following points:
    - The reason you chose notetaking as a support service for your students
    - The main goal of the notetaker is to help hearing impaired students succeed and become independent in the mainstream class
    - Who is actually taking notes for hearing impaired students in your program, e.g. peers, hearing therapists, teachers, aides, volunteers
    - Procedure for deciding which students receive notetaking services
    - Who will be acting as the trainees' supervisor and how often they will be meeting
    - The number of students currently receiving notetaking, their ages and classes

BREAK
(10 minutes)

LECTURE
(10 minutes)

1. Explain why well written notes are important to a hearing impaired student. Relevant problems may be:
    - Difficulty following discussions (with or without an interpreter)
    - Teachers who walk behind the class during a lecture
    - Missing out on comments from other students
    - Encountering unfamiliar language
    - Homework assignments spoken quickly at the end of class time
    - Inability to look down to take notes and look up at the teacher simultaneously
2. Try to personalize your description of these problems by discussing difficulties you have observed in your own program.

ACTIVITY
(10 minutes)

1. Present a 10-minute lecture using Trainer Resource 1 provided.
2. Ask trainees to take notes on your lecture using their own style and techniques. These notes should be saved for comparison with notes taken at the end of the four notetaking training sessions.
3. Collect the notes and critique for use in Session IV.

WRAP-UP
(10 minutes)

1. Briefly review the major points of the day's training.
2. Distribute Handout 1 - Notetaking for Hearing Impaired Students and ask trainees to read it before the next training session.
3. If time permits, trainees should read the Handout before leaving the training session.

TRAINER RESOURCE I: Lecture Outline

Directions:

As explained in the Training Guide for Session I (p.20) the trainer is to present a 10 minute lecture for which trainees will take notes. In Session IV, the same lecture will be presented but with an additional 10 minutes of material.

The trainer may select one of two options in preparing this lecture:

Option 1 - The trainer may prepare a 20 minute lecture on a topic of his/her choice. The first 10 minutes will be presented during session I; the entire 20 minute lecture will be given in session IV. Be sure to include the following in your lecture:

1) definitions
2) questions to the class
3) reference to diagrams/notes on the blackboard

Option 2 - Using the information and the outline provided the trainer may present a high school biology lecture on chemical bonding. The trainer can use the outline provided as the basis for the lecture. The original transcript of this lecture can be used to fill in information not found in the outline.

LECTURE OUTLINE: CHEMICAL BONDING

I. Chemical Bonding

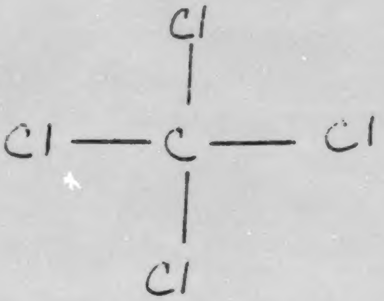
  A. Valence number

  1. activity chart, or periodic table - bottom number is valence number
  2. tells the number of bonding positions
  3. carbon has 4 bonding positions
  4. an atom must do its total valence (Use up all of its bonding positions)
  5. four bonding positions is the most for any atom
  6. carbon has many opportunities to bond to different materials (it has the most bonding positions)

  B. Three types of bonds

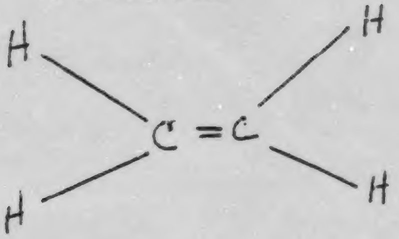
  1. Single

Draw
Diagrams
On Board



carbon bonding with chlorine

  2. Double bond



carbon bonding with hydrogen

Lecture Outline

a) carbon is using two of its bonding positions for bonding electrons with another carbon atom

b) hydrogen only has one free electron

c) notice the two lines between the carbons, which show a double bond

3. Triple bond

Diagram $\boxed{H-C=C-H}$ carbon bonding with hydrogen

a) carbon is using three of its bonding positions for bonding elecrons with another carbon atom

b) notice the three lines between the carbons which show a triple bond

C. Three chemical formulas (Def. - A formula expresses one molecule of a particular material)

Give Definition

Ask Question and get Response from Class

* How much is one molecule?

- One molecule is the smallest amount of any material that can exist in nature, and can be identified as that material.

End here for Session I
Continue for Session IV

3. Structural formula
   - a) $H-O-H$
   - b) The abbreviation for the molecules are used
   - c) The bonding positions are shown
4. Problems and advantages of using each kind of formula
   - a) Formula #1-
     - 1) Can't tell how much of each molecule is there
     - 2) Can't tell the bonding positions
   - b) Formula #2-
     - 1) Can identify how much of each element there is
     - 2) Can't identify the bonding positions (the structure of the molecule)
   - c) Formula #3-
     - 1) Can tell how much of each element there is
     - 2) Can identify the bonding positions (the molecular structure)
     - 3) Very difficult to write-out (Draw) large compounds.

Write on Board ***

A16B48C36D4 (The letters are the type of element; the numbers stand for how much or how many of each element is included in the compound.) This drawing would be extremely large.

4) A16B48C36D4 is a molecular formula. Take all the atoms of the same material, write the letter standing for that atom, then write the number for the amount of atoms of that kind which are present in that compound.

Ask Question and Get a Response From Class

* Why are there so many organic compounds?

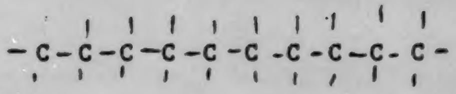
1) They contain carbon

2) Carbon has 4 available bonding positions which is the most

3) Carbon has an affinity (love) for bonding to other carbon atoms

4) Carbon forms Carbon Chains because of its affinity for other carbon

Write on
Board



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Carbon chain

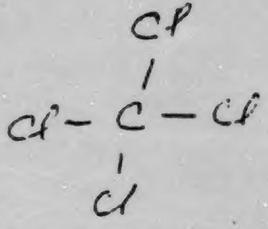
5) Adding new carbons to the chain produces a new compound

6) Imagine how many different compounds this could create

LECTURE TRANSCRIPT: CHEMICAL BONDING

Carbon atoms bond 4 time each, so that gives them a lot of opportunity to bond to different materials, to make different kinds of bonds. Did I mention single bonds, double, and triple? I'll do that before long then. Carbon has 4 bonds, Nitrogen 3. We haven't talked about nitrogen yet, but we are going to next week, so I just mentioned it. It will fall right in sequence. Oxygen 2, and hydrogen 1. If you look on your chemical activity charts, your periodic tables, and you look at that bottom number in your shell numbers, that bottom number is telling you valence, but it's also telling you class, the number of bonding positions available for that atom, and remember that rule, that an atom must do its total valence, so a carbon cannot do three bonds, it's got to do 4. Nitrogen cannot do 4, it's got to do 3. It can't do 2, it's got to do 3. So you follow that, O. K. B.P. stands for bonding positions. While I'm at that, why don't I show you the kinds of bonds I might be talking about. The single bond is what you are most familiar with. It looks something like this:

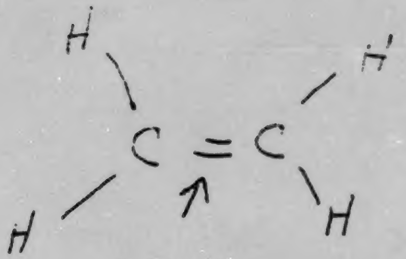
single bond:



$$\begin{array}{c} \text{Cl} \\ | \\ \text{Cl} - \text{C} - \text{Cl} \\ | \\ \text{Cl} \end{array}$$

Now there's your carbon. It's going to bond 4 times. In each case here, let's just say it's bonding to chlorine. They are called single bonds, so in that case here, you would have 4 single bonds. Here's an exabple of another type that you might run into called a double bond. In a double bond, you'll see something like this:

Double bond:



This part right here is called one double bond. All it means is that the carbon, in being able to deal with 4 electrons on way or another is dealing with two of those 4 electrons with this other carbon. That's all it means. But if you count them up 1,2,3,4, that carbon is bonded 4 times. By the way, you have in that one Hydrogen.

What are their bonding positions?

Student: One.

Teacher: And you'll notice that each hydrogen is bonded one time. You will never see hydrogen in a double bond situation. Will you? It is impossible. They only bond one time. O. K. the third type, is called a triple bond, and guess what? Nothing different, except you are gonna see something like this:

Triple bond:

$$H-C\equiv C-H$$

The examples I'm putting on the board, are not the only ones you see. I'm just using those. That's not the only setting in which you can have a triple bond. That's just one of the settings in which you can have it. Once again, notice that the carbon is bonded 4 times. So is this carbon. Hydrogen is once——O.K. - So you are going to run into that when you talk about structural formulas. Did we talk about structural formulas yesterday? Did we talk about how the formulas can be written? That written formula, the molecular formula, the structural formula? O.K. I'll get into that. The types of formulas, using these bonding techniques. Three basic varieties class:

Types of Formulas...

Number one - you know what the definition of a formula is. It expresses one molecule of a particular material. Whenever you see a formula, class, the basic formula always expresses that. Nothing ever differs from that. It expresses one molecule. How much is one molecule? That is the smallest amount of any material that can exist in nature, and be identified as that material, so that's what you're talking about when you refer to one molecule, and a formula always expresses that amount. The least amount that you could have and it's called a molecule.

End of Lecture for Session I

Three types, three ways, you know, of expressing a formula. You could express, let's talk about water. The compound water. You could show that in this way. You could call it by its technical name, hydrogen hydroxide. Now, as you would become more used to reading that kind of formulization, you could actually read those, and tell what's in there. When you are dealing with organic compounds, you can even from the written formula, like that- class, tell how much of what is in it. Obviously, I don't expect you people to be able to do that, but I do expect you to understand it. That's one way of expressing one molecule. Now here's another way. It's called the molecular formula and that is written in a form that shows you what atoms are used, and how many of them. Expressing the same written formula, it would look like this. You'd read that as HOH. Oh- by the way, this material here is, water. This material is water and the 3rd variety called the structural formula, would look like this. H-O-H. And it is expressing one molecule of water so all three ways of showing that, class, are expressions of the same one lolecule.

Formula #1 - The problem here is, you might have difficulty telling how much of what is in it. Agreed?

Formula #2 - The problem here is, although you can tell how much of each kind of element is in there, you aren't able to tell - where they are in that molecule.

Formula #3 - In this- the structural formula, you are able to tell - what is in there, how much of it is in there, and how it is positioned. So by far, the structural formula tells you the most, but that is a pain in the neck to write-out all the time. You know- you get a formula that looks like this kids, now from that formula, which would be - by the way, which of the varieties here?

Student - Molecular

Teacher - That's the molecular. Now, since you can tell, that's what A stands for, there are going to be 16 units of it, making up that one molecule. There are 48 of that one, 36 of that and 4 of the last one. Could you picture trying to draw, because that's what you do here in structural. You actually draw. Could you picture the A's all over the B's? How long it would take you to construct that structural molecule? So, you say heck, it becomes a lot easier to express it as a molecular sometimes. It doesn't tell me as much, but it tells me a lot of what I need to know. Do you see what I'm saying?

Student - With the molecular then, can't you put H, then a 2 there then an O?

Teacher - This H O H as water, could also be expressed by simply taking all your atoms of the same material, and bunching them together, and then you would have written that as H2O. Exact same thing. O.K.? Just two different ways of expressing the molecular formula.

Let's get back over now class to organic compunds, why there are so many. Reason 1, as we stated, carbon has four available bonds. No- generally speaking - no atom is going to have more than that, so that baby there - she's at the top of the line, And that's a lot of bonding positions to be able to deal with. You can make a lot of combinations then because of that. Here's your second one: Carbon atoms love to bond to other carbon atoms. That's called affinity. It means, "being attracted to" Renee, you have an affinity for men. Don't you? Don't go blushing - you like men- You are attracted to men. Anyway - that's what we mean when we use the term affinity. A liking for - an attraction to. Carbon has a tremendous affinity for carbon, which means, that in the long run it is very, very, likely that you might have, one carbon atom bond to another one. Now obviously, we still have to throw those bonding positions up, but they're going to bond to something else. But that carbon may bond to another one, and to another, and another. Now what you get when this happens, is what is called, forming (the carbon atoms love to bond to other carbon atoms) forming carbon chains. Carbon chains. That's what you call it. That's what this thing is kids. That is a carbon chain. —c —c —c -c —c -c —c —
Now, Ron, I ask you. Do you see any end to something like that?

Ron - No.

O.K. Now listen carefully kids, every time you would add a carbon atom to that chain, you are deciding right at that point, that any molecule using that, now one carbon longer chain in it, is going to be a different molecule. So, if you

So, if you were to do something like this: If you have carbon, hydrogen, oxygen, nitrogen in something lets say, O.K.? Every time you would do this, Now you're saying for instance, in this molecule you have how may atoms of carbon being used?

Student - 3

Teacher - 3, O.K., you don't know it, but maybe it's a chain. If I add another one do I not change what the compound is going to be? Well - My Goodness, when you're talking about the opportunity here for hundreds of these to keep adding on, and then into the thousands, and the many thousands, every time you add one, you make a new compound then how can you but see, that this is going to make for an awful lot of organic compounds being formed. Once again - you're at carbon. You're saying, "That son of a gun is in both of these." Carbon atoms have 4 bonds, and carbon atoms love to bond to each other.

Carbon as diamond is the hardest substance, because as pure carbon, the carbon atom has that as one of it's properties. A tremendous hardness. That's all. You know, some other element in its pure form, has one of its properties- tremendous softness. Do you see what I'm saying? There's nothing odd about that. It's just that for some reason, the hardness of carbon far exceeds the hardness of the next hardest material. That's all, it's just so far above and beyond. It's really wierd, you know when you think about it. You can take that stinkin' carbon, and burn it in a furnace, and we call it coal. Take that same carbon, put it under thousands of lbs. of pressure, and put it within a temperature range that's thousands of degrees, and let it sit for 50 or 60 thousand years and when it's all over, you still have carbon but because of the purity of it now, it's worth money, and we call it diamond. When years earlier before that, we would have called that same stuff - coal. It's really weird, but then life is weird, and Reneé is weird.

Reneé - No I'm not!

__Student__ - Does that mean like in Pennsylvania if they keep all the carbon on the coal in the ground, and they don't take it out for 60,000 years, would they all turn into diamonds?

__Teacher__ - In theory - yes, Unfortunately, though, you would find that what you need is a combination of both fantastic pressures with fantastic temperatures, to force that carbon into its purest form. You don't get that strictly from weight, from compaction of earth above it. That's why most of your diamonds are found - It's volcanic activity; where sub-terraneam temperatures were excessive. That's why when you go down to work in a diamond mine, there's also existing volcanic activity. Reneé - still with me?

O.K. Reason 3...

from a taped lecture presented by Mr. Gambone,
Plymouth/Whitemarsh High School, Whitemarsh, PA

SESSION II

NOTETAKING MECHANICS AND TECHNIQUES

Trainer Information

The objectives for this training session are:

1) Trainees will be aware of some of the problems associated with their notetaking role.

2) Trainees will be aware of adjustments that must be made in their own notes when writing for hearing impaired students.

The necessary materials and advance preparation include:

- Make copies of Handouts 2 and 3
- Overhead projector
- Make transparency of Transparency 1 .
- Make arrangements for trainees to visit secondary school class to practice notetaking mechanics
- Obtain and distribute carbonized NCR paper for practice notetaking*

A Training Guide, Handouts, and Transparency Master follow.

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* NCR paper is available through National Technical Institute for the Deaf,
1 Lomb Memorial Dr., Rochester, N.Y. 14623.
Attention: RIT Bookstore
A current price list is also available
through the RIT Bookstore.

Training Guide

The following are suggested training strategies and timelines for Session II.

INTRODUCTION
(5 minutes)

1. Review objectives for Session II.
2. Ask if there are any questions left over from Session I.

DISCUSSION
(15 minutes)

1. Review Handout 1 - Notetaking for Hearing Impaired Students by eliciting classroom discussion of the following points:
    - Why can notes be helpful for elementary or secondary students?
    - What are the pros and cons of having volunteers, paid professionals or students take notes?
    - Who could take notes in addition to the people mentioned in the article?

LECTURE
(40 minutes)

1. Distribute copies of Handout 2 - Hints for Effective Notetaking.
2. Use the overhead projector and transparency which you have made using Transparency 1.
3. Using handout 2, discuss each point as it relates to the age levels and needs of the students with whom trainees will be working.

BREAK
(10 minutes)

LECTURE/DISCUSSION
(20 minutes)

1. Refer back to Handout 1 - Notetaking for Hearing Impaired Students (section for "qualifications for notetaking"). Solicit responses from the group as to the types of problems that might develop for a notetaker. List these on the board along with the following problems:
    - Unfamiliarity with subject content.
    - Inability to communicate with the student via lip-

reading or manual communication.

- Notetakers language may be too complex.
- Criticism from mainstream teachers, self-contained teacher or student.
- Conflicts with scheduling notetaking assignments.

ACTIVITY/DISCUSSION
(25 minutes)

1. Divide trainees into five groups.
2. Assign each group one of the problem situations described on Handout 3 - Problem Situations and Suggested Solutions and ask them to brain storm possible solutions. (Allow only 5-7 minutes for brainstorming.)
3. Each group should share their ideas with the rest of the trainees.
4. Space has been provided on the Handout for trainees to make notes of the solutions suggested by other groups.

WRAP-UP
(5 minutes)

1. Review major points of Session II.
2. Urge trainees to review Handout 2 carefully.
3. Give a practice notetaking assignment in school classroom (as previously arranged by you and the teacher - see Trainer Information). Ask them to bring their notes to Session III.

Hints for Effective Notetaking

** NUMBER, TITLE AND DATE EACH PAGE	*easier to file notes
	* help student keep notes in order
Example:	* write out name of month for elementary students

p. 1
Health
January 31, 1983

** USE 8 1/2" x 11" ONE SIDE ONLY	* easier to make copies
	* easier to read when only one side of page is used
** USE A BLACK PEN	* black ink copies best

** Osguthorpe, Russell, T., The Tutor/Notetaker; Providing Academic Support to Mainstreamed Deaf Students, The Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C., 1980.

** WRITE LEGIBLY

- * ask coordinator and students if they can read your writing
- * avoid fancy style
- * for elementary students, try to follow teacher's cursive or printed style
- * write larger than usual with good spacing
- * printing is more easily copied than writing

Example:

There are 50
states in the U.S.

not:

there are 50 States in
the US.

not all capitals:

THERE ARE 50
STATES IN THE U.S.

** LEAVE BLANKS WHEN YOU ARE UNSURE

- * if you miss something, leave a blank space in your notes and ask the teacher to help you fill in the blanks after class

Example: Before:

A gage is used
for measuring the
thickness of metal.
the smaller the gage
numbers, the ___ the metal.

After:

A gage is used for
measuring the thickness
of metal. the smaller
the gage numbers, the
thicker the metal.

** Osguthorpe, Russell, T., The Tutor/Notetaker; Providing Academic Support to Mainstreamed Deaf Students, The Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C., 1980.

** USE CORRECT SPELLING

Example:

Carbon atoms have
affinity (sp?)
an afinnity for
other carbon atoms.

- * when you are not sure of spelling, write "sp?" above the word
- * try to correct it later
- * carry a dictionary
- * ask teacher to spell technical terms

** USE WHITE SPACE EFFECTIVELY

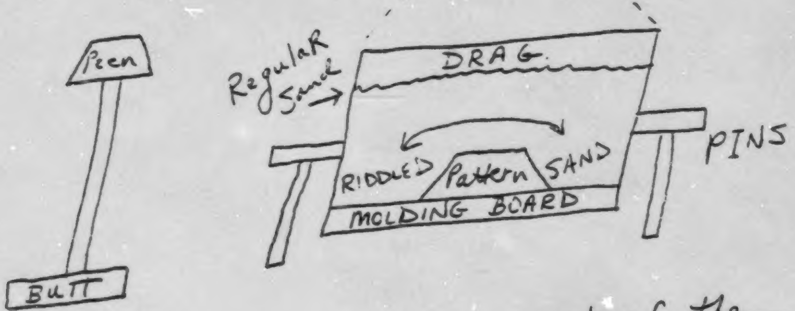
- * leave space between main ideas
- * elementary students need more white space than secondary
- * put fewer ideas on a page for elementary students than for secondary

---

** Osguthorpe, Russell, T., The Tutor/Notetaker; Providing Academic Support to Mainstreamed Deaf Students, The Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C., 1980.

Poor for Secondary:

The draft is the slanted sides of the
pattern. The flask is a box that only has sides.
It has no top and bottom. The size of the flask
is checked between the rails. The drag is part
of the flask. The parting compound is powder. It
is used to keep the sand from sticking
to the pattern. Don't use too much. It can
ruin your casting. The riddle is used to
sift the sand. You have to cover your pattern
with 1" sand. Then you cover the rest with
regular sand. Pack the sand with a
hammer.



The sprue is put at the thick part of the
pattern. The Riser is put at the thin part of
the pattern. The patterns that you will be using
are one piece. The Gate Cutter is a piece of sheet
metal bent in the shape of a U. You know you
have your sand packed hard enough if your
thumb starts to hurt before it goes through
the sand. (When you press heavily on the
sand)

Good for Secondary:

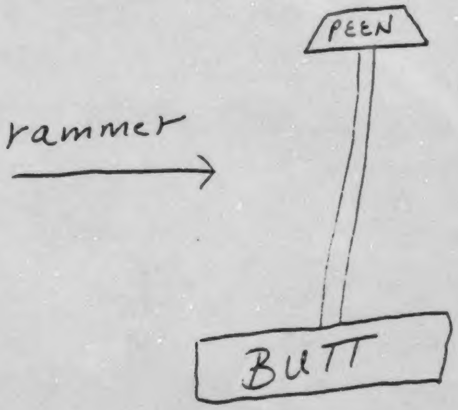
1.) The draft is the slanted side of the pattern.

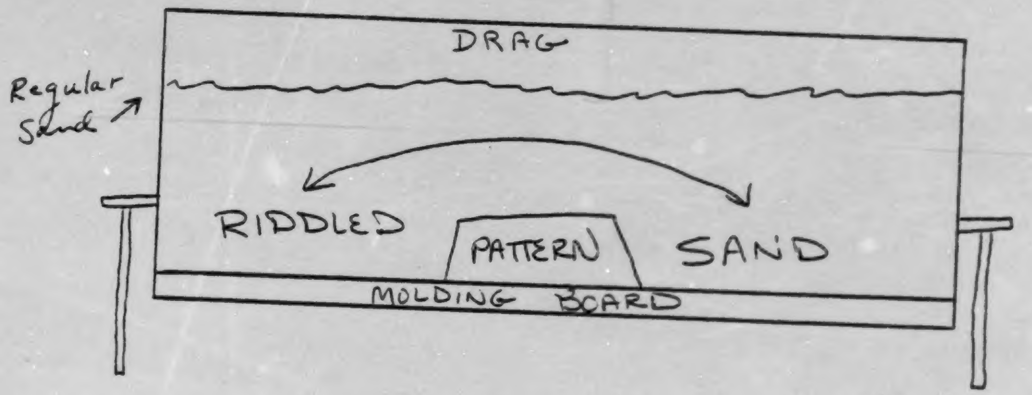
2.) The flask is a box that only has sides. It has no top and no bottom. The size of the flask is checked between the rails.

3.) The drag is part of the flask.

4.) The parting compound is powder. It is used to keep the sand from sticking to the pattern. Don't use too much!

5.) The riddle is used to sift the sand. Pack the sand with a rammer.




DRAG
Regular Sand
RIDDLED
PATTERN
SAND
MOLDING BOARD

6.) The sprae is put at the thick part of the pattern.

7.) The Riser is put at the thin part of the pattern. The patterns that you will be using are one piece.

8.) The gate cutter is a piece of sheet metal in the shape of a U.

Hint:

* You know you have your sand packed hard enough, if (when you press heavily (on the sand), your thumb starts to hurt before it goes through the sand.

HO 2 - G

Good for elementary:

There are 50 states in the United States.

1.) Delaware is the first state.

2.) Pennsylvania has the liberty bell in one of its cities called Philadelphia.

**LISTEN, STORE, WRITE

* don't try to write down everything the teacher says

* if the teacher writes information on the blackboard, use this as a basis for your notes

**LISTEN FOR CUES:

* listen for cues such as "now this is a concept you'll need to remember"

* voice inflection and loudness are also signs that the information is important

* the teacher may describe sample test questions - put them in your notes

Example:

Test tomorrow

Know:

1.) Lamarck's and Darwin's theories of Evolution.
2.) Darwin's theory about the finches on the Galapagos Islands.
3.) The different types of organs and know examples of: a.) hanologous organs
    b.) vestigial organs

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Test question:

How is the gorilla similar to Paranthropus?

a.) same size brain area
b.) Sagitad chest
c.) brow ridge
d.) number of teeth
e.) kind of teeth
f.) lower jaw sticks out

**MARK POINTS OF EMPHASIS

Example: Secondary-

* Lamarck's theory was the theory of Use and Disuse.

b.) Darwin (1859)

* 1.) The theory of Natural Selection is based on four ideas:

a.) all species ...
b.) overpopulation ...
c.) organisms of the same ...

- underline important words or phrases
- use asterisks (*) stars (★) or check marks (✓) to catch students attention
- write an important word in large letters
- use emphasis marks sparingly for only the key concepts, facts or words
- give the student a handout, showing the marks you will be using and their meaning (see sample on page HO 2 - L)

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* c.) Individuals that are best adapted to their environment will survive and pass their Characteristics onto their offspring.

Survival of the Fittest

Homework - Read
pp. 605 - 612

Elementary -

* George Washington was our first president.
He was also a *general in the *revolutionary war.

**USE ABBREVIATIONS CAREFULLY

- use sparingly
- use the same abbreviations consistently
- give student a handout, explaining your abbreviations (see sample on page HO 2 - M)
- avoid abbreviations for elementary students
- here are some commonly used abbreviations:

sp.	spelling
i.e.	that is
ex.	for example
¶	paragraph
w/	with
# or no.	number
+ or &	and
p.	page
ch.	chapter

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HO 2 - L

SAMPLE HANDOUT TO EXPLAIN THE USE OF EMPHASIS MARKS AND ABBREVIATIONS IN NOTES

1. I will draw a box around a new word that is defined in the notes.

Example: parents mother and father

2. I will put a star beside something that will be on a test.

Example: *DNA is the nucleus
on the chromosomes

3. I will underline homework twice.

Example: Homework: Do problems
1-10 on page 39.

4. I will draw a line under some words or parts of the notes that seem more important.

Example: Identical twins have
the same chromosomes.

HO 2 - M

Some Abbreviations in Notes

1.) And (¢ or ₵)

2.) Page (p.)

3.) Example (ex.)

4.) With (w/)

5.) Number (#)

6.) Spelling (sp.)

7.) Paragraph (#)

8.) Chapter (ch.)

9.) Homework (HWK.)

I will discuss other abbreviations with you as they come up.

HO 2 - N

**DEFINE DIFFICULT VOCABULARY

* very important

* become familiar with student's language level so that you can anticipate unfamiliar words

* underline word and give short definition in parenthesis

* put asterisk (*) by word and refer student to bottom of page for longer definitions

Example:

1.) Fossils are the remains (what is left) of organisms in rocks.

Fossils have been preserved (kept from rotting away).

Or:

The *resistant mosquitos lived and reproduced until all mosquitos were resistant to D.D.T.

*resistant - They could not be killed by the D.D.T.

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**USE COMPLETE SENTENCES

- use complete sentences whenever possible
- avoid telegraphic phrases in which key words are used to convey a whole idea
- keep sentences simple

Example:

Telegraphic Phrases-

Appendix - was helpful
digesting raw
meat, but
don't use
it now

Complete Sentence:

Your appendix was once
helpful in digesting
raw meat, but no
longer functions in
this way.

**USE EXAMPLES

- use as many examples as possible
- try to set examples off from the rest of your notes by marking them ex. or i.e. (make sure student knows these abbreviations)

**Osguthorpe, Russell, T., The Tutor/Notetaker; Providing Academic Support to Mainstreamed Deaf Students, The Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C., 1980.

Example:

a.) Homologous Organs are alike in structure, but different in function.

Ex: 1.) man's arms
2.) birds wings
3.) whales flippers

All are alike in structure. All are different in function.

**USE DIAGRAMS AND ILLUSTRATIONS

Example:

Pinocytosis is when large molecules are surrounded by the cell membrane and are pulled into the cell. Energy is required.

- * use whenever possible
- * label clearly

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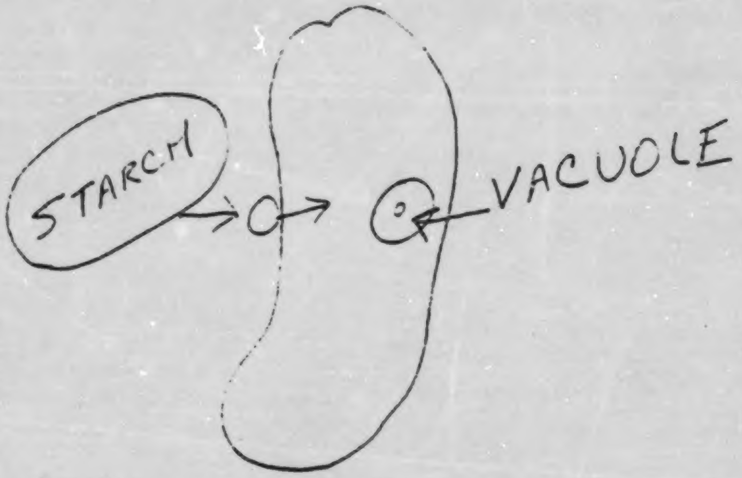
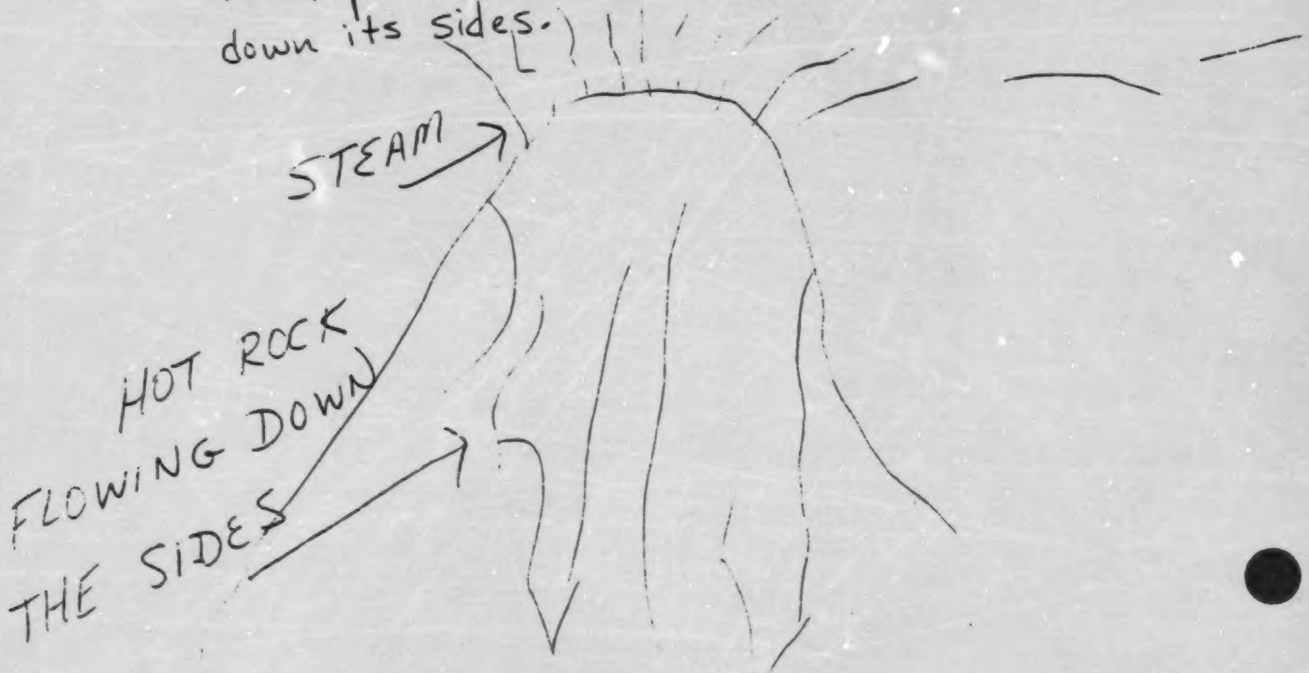

STARCH
VACUOLE

Example:

Elementary-

A volcano is a cone-shaped mountain, which is made partly from hot rock and steam. The hot rock and steam burst from the top of the mountain and flow down its sides.


STEAM
HOT ROCK FLOWING DOWN THE SIDES

**ORGANIZE THE INFORMATION

- * if the teacher is lecturing from an outline, it will be easiest to take notes in outline form
- * other forms of organization include: indenting, diagramming and bracketing
- * your objective is to show the relationship of one fact to another
- * for example, if the teacher says, "the four types of rocks are:
  1) _____ 2) _____
  3) _____ 4) _____"
  simply indent and number the types of rocks. To give special emphasis, bracket ({ }) the four types of rocks so they are seen as a group.

**Osguthorpe, Russell, T., The Tutor/Notetaker; Providing Academic Support to Mainstreamed Deaf Students, The Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C., 1980.

Example:

Notes taken in a paragraph form -

What is the meaning of, and the evidence for evolution? Evolution is the way organisms change. (The change happens very slowly.) The evidence or proof for evolution are fossils. Fossils are the remains (what is left) of organisms in rock. Sometimes they are imprints in rocks. Fossils have been preserved, or kept from rotting away by material such as volcanic lava.

There are many places where fossils may be found. Two of them are the sea, and in tar pits such as those found in Los Angeles. Fossils are preserved in the sea because there are not many micro-organisms there to eat the bones and water contains dissolved minerals which harden in the bone.

Scientists sometimes find fossils by chance. Sometimes they dig for the fossils. They look for fossils any place where there is erosion or rearing away of the soil.

HO 2 - T

Same information
Notes taken in an
Outline Form -

Evolution

I. Meaning and Evidence of Evolution

A. Evolution is the way organisms change. (The change happens very slowly.)

B. Evidence (proof) for evolution.

1) fossils are the remains (what is left) of organisms in rock
   a) sometimes fossils are imprints in rocks
   b) fossils have been preserved (Kept from rotting away)
   c) Volcanic lava preserves fossils
2) Some places where we find fossils are
   a) in the sea
      1) there are not many micro-organisms there ~~to eat~~ the bones
      2) the water contains dissolved minerals which harden in the bone
   b) in tarpits (In Los Angeles)

3) How do scientists know where to look for fossils?

a) Sometimes they find fossils by chance

b) sometimes they dig for the fossils

c) any place where there is erosion (wearing away of the soil)

**INCLUDE AS MUCH AS POSSIBLE

- * try to include as much information as possible
- * include the questions and comments of other students in the class
- * try to summarize discussions
- * omit confusing or irrelevant comments

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**INDICATE THE SPEAKER

Example:

Tom H. - How many different kinds of atoms are found in nature?

A. - There are 92 different kinds of atoms found in nature.

- * classroom discussions are hard for deaf student to follow
- * make a notation so that student can distinguish class comments from teacher comments
- * write names of students who ask questions or make comments

**REWORK THE NOTES AS SOON AS POSSIBLE.

- * try to give your notes to the student right after class
- * if you need to make corrections or clarifications, try to rework notes and return to student by the end of the day

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**Osguthorpe, Russell, T., The Tutor/Notetaker; Providing Academic Support to Mainstreamed Deaf Students, The Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C., 1980.

TRANSPARENCY 1

HINTS FOR EFFECTIVE NOTETAKING

*NUMBER, TITLE AND DATE EACH PAGE

*USE 8½" X 11", ONE SIDE ONLY

*USE A BLACK PEN

*WRITE LEGIBLY

*LEAVE BLANKS WHEN YOU ARE UNSURE

*USE CORRECT SPELLING

*USE WHITE SPACE EFFECTIVELY

*LISTEN, STORE, WRITE

*LISTEN FOR CUES

*MARK POINTS OF EMPHASIS

*USE ABBREVIATIONS CAREFULLY

*DEFINE DIFFICULT VOCABULARY

*USE COMPLETE SENTENCES

*USE EXAMPLES

*USE DIAGRAMS AND ILLUSTRATIONS

*ORGANIZE THE INFORMATION

*INCLUDE AS MUCH AS POSSIBLE

*INDICATE THE SPEAKER

*REWORK THE NOTES AS SOON AS POSSIBLE

HANDOUT 3

Problem Situations and Suggested Solutions

Problem 1: High school hearing student approaches notetaker between classes and says that Bob, a hearing impaired student, told her that the notetaker's notes are a "waste." Apparently Bob cannot understand the notes and cannot use them for studying. What would you say to Bob? How could you improve the situation?

Solution:

Problem 2: The mainstream teacher approaches the notetaker and says, "Mary seems to be doing very well in Math. I don't think she needs a notetaker any longer." What is your response? Who do you discuss this with?

Solution:

Problem 3: Melanie, a hearing impaired student says, "I can't read your writing." How do you respond? How can you improve your writing?

Solution:

HANDOUT 3
(cont'd)

Problem 4: You are taking notes for three students in a Junior High Science class. The teacher writes some questions on the board. One of the students turns to you and says, "Find the answers to those questions in my book and give them to me." How can you avoid this kind of problem?

Solution:

Problem 5: Joe is having difficulty in his accounting class. He comes to you after class and tells you he is afraid he will fail the course. Joe asks if you would take notes for him. You are already going with another hearing impaired student to her class in Foods. What can you do? Who should you discuss this with? What kind of compromise can be worked out?

Solution:

HANDOUT 4

NOTETAKING SKILLS CHECKLIST

Notetaker ______________________ Course Titles ______________________

Students ______________________ ______________________

______________________ Mainstream Tchr. ______________________

Date ______________________

Circle the number which indicates what you do most frequently.

①means rarely. ②means sometimes ③means always

1. Number, title and date each page 1 2 3
2. Use 8½"x11" or NCR paper, one side only 1 2 3
3. Use a black pen 1 2 3
4. Write legibly 1 2 3
5. Leave blanks when unsure of concept or wording 1 2 3
6. Use correct spelling 1 2 3
7. Use white space effectively 1 2 3
8. Listen, store, write 1 2 3
9. Listen for spoken or inferred cues from the teacher indicating especially important material 1 2 3
10. Mark points of emphasis in a way understood by the student 1 2 3
11. Use abbreviations sparingly which the student understands 1 2 3
12. Define difficult vocabulary 1 2 3
13. Use complete sentences 1 2 3
14. Modify language if necessary so that it is understood by the student 1 2 3
15. Use examples 1 2 3
16. Use diagrams & illustrations 1 2 3

17. Organize classroom information 1 2 3

18. Include as much as possible 1 2 3

19. Indicate the speaker 1 2 3

20. Rework notes as soon as possible 1 2 3

21. Ask for feedback on notes from students 1 2 3

22. Ask for feedback on notes from mainstream teachers 1 2 3

23. Ask for feedback on notes from special ed. teacher 1 2 3

24. Ask for teacher's assistance when I do not understand a concept 1 2 3

25. Am on time to class 1 2 3

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*Adapted from Osguthorpe's, The Tutor/Notetaker, pg. 71 ff Notetaking Mechanics.

SESSION III

SHAPING NOTETAKING TECHNIQUES

Trainee Information

The objectives for this training session are:

1.) Trainees will be aware that adjustments must be made in their language when writing for hearing impaired students.

2.) Trainees will be aware of the mainstream teacher's in-servicing needs.

The necessary materials and advance preparations include:

- Copies of Handouts 4, 5 & 6
- Prepare and copy handout describing your in-service for mainstream teacher

A Training Guide and Handouts follow.

Training Guide:

The following are suggested training strategies and timelines for Session III.

INTRODUCTION: Review objectives for Session III

ACTIVITY
(30 minutes)

1.) Distribute copies of Handout 4 - Notetaking Checklist

2.) Have trainees divide into pairs, exchange their practice notes (Session II homework assignment) and discuss them using Handout 4.

3.) Reassemble group. Have the group identify areas that need further emphasis in the final training session.

4.) Ask the trainees for specific feedback about their notetaking experience. Try to elicit information in several areas:

- Did they find themselves lapsing into their old style of taking notes?
- Did they begin to feel comfortable in the notetaking role?
- How did the NCR (carbonized) paper work?
- Could you keep up with the teacher?

*How did the students react to them?

LECTURE
(20 minutes)

1) Explain to trainees that (either consciously or subconsciously) they probably made certain modifications in their own language while they were taking their practice notes.

2) These modifications included: (list on blackboard)

- definitions of difficult vocabulary
- writing complete, simple sentences
- drawing diagrams to illustrate new concepts

3) Ask students to give examples from their practice notes of these modifications. Be prepared with some additional examples of your own.

4) Collect practice notes.

BREAK
(10 minutes)

ACTIVITY
(30 minutes)

1) Divide the trainees into two groups

2) Distribute copies of Handout- 5 Sample Paragraphs from Textbooks Assign one group to work with paragraph A (elementary school level) and one group to work with paragraph B (high school level).

3) Identify group leaders. Have each group use: Handout 6 to worksheet:

   - Identify the difficult concepts, phrases, and vocabulary in their paragraph.
   - Decide what methods they would use to simplify each one of the difficult items (i.e., through illustration, a definition, use of a synonym).
   - Create a clear simplification for each.

4) Reassemble the group and have the leaders write their findings on the board. Solicit suggestions/comments from the entire group.

LECTURE
(20 minutes)

1) Distribute copies of the handout which you prepared to describe the ways in which notetakers should explain their role to mainstream teachers.

2) Discuss how trainees can explain their role to classroom teachers and students. You may want to consider the following issues:

   - schedule a time before class begins to talk with teacher

   - meet with teachers individually

   - notetakers explain their role in the classroom to rest of class

3) Notetakers can tell the teacher how the actual notes being taken can be useful to the classroom teacher and other students:

   - notes can be used to help absent students catch up

   - the teacher can use notes as lesson plans for the next year

   - notetakers can assist the teacher in an aide role during labs or when students are doing work in their seats

   - notetakers (trainees) should explain why specially designed notes are helpful to the handicapped student

   - they should also explain that the teacher will be receiving a copy of the notes daily

   - they should ask that the teacher give feedback about the notes to the notetaker

WRAP-UP
(10 minutes)

1) Summarize the following issues for the trainees:

- they must be sensitive to classroom teacher's needs
- they should try to remain inconspicuous until teacher has become more comfortable with their presences
- they should take care not to disrupt classroom procedures
- once rapport has been established with teacher, most notetakers begin to feel and are treated like one of the class

HANDOUT 5

Sample Paragraphs from Textbooks

A. These are two sample paragraphs from a standard elementary school textbook:

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B. This is a sample paragraph from a standard high school textbook:

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WORKSHEET

Directions: Use this worksheet to make revisions to the paragraph assigned.

DIFFICULT CONCEPTS, PHRASES, VOCABULARY	METHOD OF SIMPLIFICATION	REVISION

HANDOUT 6

SESSION IV

SUPERVISION AND STUDENT STUDY SKILLS

Trainer Information

The objectives for this training session are:

1) Trainees will be aware of ways in which students can utilize notes to their best advantage.
2) Trainees will compare and contrast their notetaking skills at the beginning of the training program with current performance.
3) Trainees will be familiar with the notetaking coordinator's role and the schedule for supervision.

The necessary materials and advance preparations include:

- make copies of Handout 7
- critique trainees notes from the lecture during Session I
- review Trainer Resource I (see Session I materials) - Lecture
- prepare transparency 2

A training guide, handouts, and transparency master follow.

Training Guide

The following are suggested timelines and strategies for conducting Session IV:

INTRODUCTION (5 minutes)	1) Review objectives for Session IV 2) Answer any remaining questions from Session III
LECTURE/DISCUSSION (20 minutes)	1) Distribute Handout 7 - How Can Students Utilize Notes Effectively? 2) Discuss uses of notes including: *nightly review with parents *peer review *review notes via homework assignments *record of assignments 3) Ask trainees to contribute additional ideas.

ACTIVITY
(25 minutes)

1) Return trainees' pre-training notes from Session I lecture presentation.
2) Have trainees develop (including sample worksheets) several homework assignments which are designed to help students learn the material in the notes.
3) While the group is working, have a brief conference with each trainee to review the comments which you have made on his/her pre-training notes. Use Handout 4 - Notetaking Checklist as a guideline for your comments and encourage trainees to use it for ongoing self-evaluation.
4) After the conferences have been completed, ask the group to share their ideas for homework assignments based on the notes.

BREAK
(10 minutes)

ACTIVITY
(40 minutes)

1) Using Trainer Resource I (located with Session I materials), present the 20 minute lecture on chemical bonding or a lecture of your choice.

2) Ask trainees to take notes bearing in mind the techniques discussed throughout the training program.

3) After the lecture, ask trainees to discuss their pre-training notes (Session I) compared with today's notes. You may want to have them focus on the following:

- Is the sequence of information the same?
- Did they organize the information differently?
- Did they write the same amount of information both times?
- Did they draw illustrations the first time? The second?
- Are there complete sentences in both sets of notes?
- Is the quality of handwriting improved in the second set of notes?

LECTURE/
WRAP UP
(10 minutes)

1) Inform trainees of the supervision schedule

    - meetings with notetaking service coordinator weekly for first month, then every two or three weeks

2) Explain that the ½ hr. meetings will be used for reviewing their notes (using Notetaking Skills Checklist - Handout 4)

3) Using Transparency 2, *make trainees aware of the chain of responsibility in your program - whom should they consult about questions or problems?

4) Describe situations which require special attention, e.g., if a student is cutting class, the notetaking coordinator should be notified. It is not the notetaker's responsibility to enforce discipline.

5) Give trainees a number where you can be reached.

*Note: if Transparency 2 does not adequately reflect the chain of responsibility in your program, please modify it where necessary

HANDOUT 7

How Can Students Utilize Notes Effectively

In order to maximize the benefits of having a notetaker, hearing impaired students will need some training and encouragement in the appropriate uses of their notes. The notetaker and special education or mainstream teacher should work together in teaching the student how to use his/her notes.

In terms of organization, students should be urged to:

1) Keep notes in a three-ring binder with sections for each subject. A binder is preferable to spiral notebooks because classroom handouts can easily be inserted.
2) Keep notes in chronological order.
3) Place graded homework assignments and classroom handout's in an appropriate section of the notebook.
4) Take their notebook home each night and to every class.

It is extremely important for students to acquire the habit of reviewing their notes daily, preferably with someone who can answer their questions about the materials. This will enable them to avoid having a large backlog of notes to study when it is time for a test. Review should also be cummulative, i.e., - today's review should also include material from yesterday and even last week. The following are just three possibilities for reviewing notes:

1) Students can review their notes nightly with their parents who can re-explain some of the more difficult concepts.
2) Students can go over their notes with a hearing or hearing impaired peer. It is helpful if the mainstream or resource room teacher can be accessible to answer questions if necessary.
3) The notes can be used as the basis for tutoring sessions.

All too often, a review of the notes becomes a quick read-through with very little information being retained. The best way to overcome this tendency is for the mainstream teacher, the resource room teacher, or the tutor to develop a homework assignment which will require the student to apply the information in his/her notes. Examples of these types of assignments include:

1) The student must find synonyms for new vocabulary words.

2) The teacher or tutor makes a worksheet with sentences straight from the notes, leaving out certain key words. The student must fill in the blanks.

3) The teacher or tutor makes up crossword puzzles or other word games.

4) The student writes original sentences discussing a new concept.

5) The student develops possible test questions that the teacher might ask. (The teacher should specify type of questions - multiple choice, completion, true/false essay.)

   It provides great positive reinforcement if the teacher occasionally uses one or two of the student's questions on a quiz or test.

6) Teachers (particularly those who use various types of equipment - shop, home economics, science lab) can ask students to draw pictures of tools and equipment mentioned in their notes.

The use of homework assignments such as those just described can serve as a review tool for all students, not just the hearing impaired. However, because of their disadvantages in a primarily auditory environment, it is especially important for hearing impaired students to work on learning the material in their notes.

These are just a few strategies for helping students utilize their notes. You will find many more as you begin to work in the program.

TRANSPARENCY 2

WHO CAN HELP?

1. QUESTIONS ABOUT SUBJECT CONTENT?

MAINSTREAM TEACHER

2. PROBLEMS BETWEEN NOTETAKER AND MAINSTREAM TEACHER?

SPECIAL EDUCATION TEACHER
OR
NOTETAKING COORDINATOR

3. PROBLEMS BETWEEN NOTETAKER AND SPECIAL EDUCATION TEACHER?

NOTETAKING COORDINATOR
OR
PROGRAM SUPERVISOR
(IF PROBLEM PERSISTS)

4. PROBLEMS BETWEEN NOTETAKER AND STUDENT?

SPECIAL EDUCATION TEACHER,
NOTETAKING COORDINATOR
OR
PROGRAM SUPERVISOR

A FINAL NOTE

Additional information regarding training procedures is available in The Manager's Guide which is published by A.G. Bell Publications, 3417 Volta Place, Northwest, Washington, D.C. 20007. This manual is based on research from The National Technical Institute for the Deaf (NTID) in Rochester, NY. NTID offers training workshops for prospective coordinators of notetaking programs. The workshops are offered bi-annually at NTID. Other relevant materials are available through Jimmie Joan Wilson, Coordinator of the Tutor/Notetaker Training Program, National Technical Institute for the Deaf, Rochester, NY 14623.

CHAPTER III

TUTORING

INTRODUCTION

Classroom tutors for mainstreamed hearing impaired students face an unusually challenging task. Their basic role is to provide supplementary instruction. Effective tutoring of hearing impaired students, however, requires far more than competence in course material. Tutors need a well developed understanding of their students' strengths and weaknesses. They should be aware of the specific limitations imposed by: reading problems, difficulties in dealing with abstraction, improper language patterns and social inadequacies. They must also know how to match tutorial techniques with the student's limitations. Tutors must understand the teaching techniques used in the mainstream classroom and must develop a working relationship with the classroom teacher. Most importantly, tutoring requires the ability to create a learning environment where hearing impaired students can develop confidence in their abilities and the motivation to move beyond the immediate limitations of their handicap.

In this chapter on tutoring, nine training sessions are presented which cover the following topics:

1) background information on the student's handicap
2) the role of a tutor
3) how to inform teachers of the tutor's role
4) the student's responsibility in the tutorial relationship
5) procedures for informing parents about the tutor's work with their child
6) techniques for developing rapport with the student
7) use of questioning techniques
8) suggestions for increasing the tutors' sign language proficiency
9) visualization techniques
10) ways of re-writing or re-stating difficult language
11) how to improve student study skills
12) methods for diagnosing the students' learning needs

13) how to set goals for tutoring sessions

14) how to evaluate goal completion

15) suggestions for setting up practice tutoring

Each of the nine sessions is two hours long. Handouts and other supplementary materials are included at the back of each session outline. Workshop leaders are encouraged to adapt and add to the training sessions according to their own program needs.

SESSION I

INTRODUCTION TO TUTORING

Trainer Information

The objectives for this training session are:

1.) Trainees will be familiar with the tutoring training schedule and additional support services offered in your program.

2.) Trainees will understand why tutoring is an important support service for hearing impaired students.

3.) Trainees will be acquainted with each other and the coordination of the program.

NOTE: This session is similar to INTRODUCTION TO NOTETAKING. If both notetaking and tutoring are being covered in your workshop series and if the notetaking sessions have preceded tutoring, then use only the activities related to Objective 2 in this session.

The necessary materials and advanced preparations include:

- prepare and duplicate a handout describing support services in your program; Trainer Resource I can be used as an example
- prepare copies of Handouts 1 and 2
- schedule participants for panel discussion on "Impact of Support Services on Mainstreamed Hearing Impaired Students"
- you may wish to extend an invitation to parents, mainstream teachers, principals, etc. to attend the panel discussion

The training guide which follows will enable you to cover all of the essential training points while providing sufficient flexibility for you to incorporate any features which are unique to your program.

Handouts for participants and Trainer Resources can be found after the training guide.

Training Guide

The following are suggested training techniques and time lines for Session I.

INTRODUCTION
(10 minutes)

1. Introduce yourself to the group
2. Describe your role as leader of the training program
3. Introduce any other people (teachers, trained tutors, students) who will be assisting with the workshop
4. Review training objectives for this session

ACTIVITY[1]
(20 minutes)

1. Break trainees into pairs
2. Have them use manual communication to find out as much as they can about each other (Take this opportunity to observe the sign language proficiency of the trainees)
3. After 10 minutes, reassemble the group and have each trainee introduce his/her partner
4. After each introduction, ask the trainees which subjects they would feel best able to tutor (this will help you pair them with students when the time comes)

LECTURE
(20 minutes)

1. Distribute and review the handout describing support services in your program
2. Describe the tutoring service available to students in your program. You may want to include the following points:
   - Why you chose tutoring as a support service for your students
   - The main goal of the tutor is to help the student succeed and foster independence in the mainstream class
   - Procedures for deciding which students will receive tutoring
   - Explain who will be acting as the trainees supervisor and how often they will be meeting

- Discuss the students currently receiving tutoring, including their ages, and kinds of subjects to be tutored

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[1] Osguthorpe, Russell, T., Wilson Jimmie-Joan, Goldman, W.R., Panara, J.E., Manager's Guide - The Tutor/Notetaker, Alexander Graham Bell Assoc. for the Deaf, Inc., Washington, D.C., 1980. pp.43.

3. Pass out copies of Handout 1 - Workshop Topics. Briefly cover the number and length of the training sessions (nine two-hour sessions). Explain topics, related assignments, and answer any questions the trainees might have.

BREAK
(10 minutes)

PANEL DISCUSSION[1]
(50 minutes)

1. As noted in advanced preparations, the trainer will have invited the following people to speak in a panel discussion:
   - hearing impaired student
   - special education teacher
   - mainstream teacher
   - experienced tutor
2. The topic of the discussion might be "Support Services for Hearing Impaired Students."
3. As moderator of the discussion you will lead the questioning; suggested questions are found in Trainer Resource 2. Trainees, however, should also be encouraged to ask questions.

NOTE: You may wish to invite interested parents, principals, teachers and experienced tutors to attend the panel discussion.

WRAP-UP
(5 minutes)

1. Pass out copies of Handout 2 - "Introducing ... Lynn Sahmel." Ask trainees to read the article before the next session.
2. Review the major points of the training session and answer any questions that trainees have.

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[1] Osguthorpe et. al. pp.56

HANDOUT 1

WORKSHOP TOPICS

There will be 9 two-hour workshop sessions. The topics to be covered include:

I. Introduction to Tutoring
II. Role of the Tutor
III. Diagnosing a Student's Tutoring Needs
IV. Diagnosing Student Needs and Setting Goals for Tutoring
V. Test Preparation and Test Taking
VI. Study Skills
VII. Tutoring Strategies and Techniques
VIII. The Use of Visualization Techniques
IX. Using Tutoring Logs

HANDOUT 2

-94-

UPSTATE, Rochester, NY, June 8, 1980
Magazine of the
Roch. Democrat/
Chronicle

Introducing... Lynn Sahmel

Dashing through the halls of Henrietta's Roth High School, Lynn Sahmel is the picture of a modern student: Curly-haired, wearing sandals, blue jeans and pink plaid shirt, toting a stack of texts and notebooks under her arm. But although she's petite and looks young, her age is 37.

And she's not studying, she's working. Her job: To be the ears for Stuart Sluzsky, a lanky 14-year-old freshman who is profoundly deaf but attends classes with hearing students. "I've had a lot of jobs, but never one that's been more rewarding — or engrossing," she says during a break while Stuart takes a social studies test. "I've become deeply involved with Stuart, his classmates and his teachers — and also with the subject matter. It's like going to high school all over again, but now with a new kind of commitment and purpose."

Mrs. Sahmel's basic task is taking notes. While others discuss the Ottoman Empire or a Shakespearean play, Mrs. Sahmel writes at a furious pace, transcribing the highlights of the discussion onto a pad of pressure-sensitive paper (the quadruplicate copies go to her, Stuart, the teacher and Stuart's speech therapist.)

Her goal is not to render a transcript of the lecture, but a *precis*, a brief, detailed outline of the main points Stuart needs to understand. And that requires her to gauge how much Stuart is absorbing — he's an excellent lip-reader — and what he should know about information contained on tapes or filmstrips used in classes.

To prepare for the job, she took classes at the National
* Technical Institute for the Deaf, where the note-taking program was initiated. Now, through the eastside Board of Cooperative Educational Services (BOCES), which provides help for area handicapped students, she attends two hour-long afternoon classes with Stuart, English and social studies. Yet she says, "Only about 10 percent of my time is actually spent taking notes. The rest involves boning up on the subject matter so I can make my notes coherent for Stuart. You can forget a lot of high school English and social studies over the years."

She invariably reports to school in mid-morning, and often works late at her home at 93 Cathaway Park as she studies Asian history (current focus of the social studies class), or reads ahead in *Great Expectations*, the next lengthy project in freshman English.

"Vocabulary is one of the toughest areas," she says, "and one of the most important, since communication and the use of words is so important to someone who can't hear. And the assignments are far from easy!" A vocabulary workbook calls for exercises in analogies, synonyms and antonyms, the kind of skills that people tend to put out of their mind once they're out of school.

Stuart, says Mrs. Sahmel, can do a lot for himself. Besides reading lips with sometimes astounding skill, he speaks with only slight distortion although he has been profoundly deaf since birth. When directing questions to him, his teachers speak slowly and clearly; his classmates turn in his direction to make sure he can understand them.

"There are days when I take seven pages of notes, and others when I take one," Mrs. Sahmel says. She frequently "talks" with him in class to see how much material he needs.

A native of Montreal, Mrs. Sahmel attended Canadian schools before settling in Rochester a decade ago. The differences in educational approach of the two cultures — not to mention the time span between her years as a Quebec student and the present — took some getting used to. "The whole face of Africa has changed," she says as an example. "There are 53 countries now as opposed to the six or seven we learned." And the classroom atmosphere has altered, too. "Everything is much more relaxed in schools today, and more relevant, somehow. It makes learning more exciting."

The mother of two children, Erika, 11, and Evan, 7, she's worked in national advertising firms and career placement agencies, and has long been active in civic affairs with her husband William, a Taylor Instrument employee. For five years, she has been involved with Center Stage, a community theater group, and with the Marina Vronskya Children's Ballet Theater. All this, however, wasn't enough to fill her days when the children began attending School 1.

Her paid, half-time position is unique in Rochester and rare in the country, she says. But it's likely to become more common as deaf students increasingly are put into regular classrooms with hearing students — called "mainstreaming, result of federal law and new ideas about educating people with handicaps. "In most cases children who are deaf and are 'mainstreamed' are still in special classes," she says, but Stuart's parents, Mr. and Mrs. Jack Sluzsky of 42 Pinion Drive, Henrietta, have always insisted that Stuart be in regular class settings. It seems to have worked — he has a B average, an easy relationship with fellow students, and he plays on football and lacrosse teams at the school.

Mrs. Sahmel, who hopes to see her type of work become "a full-fledged profession," may be spending a full day next year as Stuart's strong right arm. The subjects will be European studies, English and perhaps biology, but her helping hand won't extend to the dissecting table, she vows.

"I've told him he will cut. I will write."

—Dan Olmsted

Sample Handout Describing Support Services

This handout was prepared specifically for use with Project TEAM. It can be adapted, however, to reflect details of your program. The section on classroom strategies is especially helpful in explaining the tutor/notetaker role to the mainstream teacher.

Project TEAM Support Services

Interpreting - Project TEAM offers interpreting services to the hearing impaired students at Plymouth Jr. High. This service provides the hearing impaired students with three possible modes of communication.

(1) Simultaneous Interpreting: The interpreter mouths and signs what the speaker is saying. This type of interpreting is used during lectures or when it is particularly important to use the exact language of the instructor.

(2) Manual Interpreting: With this type of interpreting the interpreter signs an approximation of what the speaker is saying and uses some mouth movements. This type of interpreting can be used to allow the interpreter to "catch up" to the speaker, during discussions, and when the interpreter is working with the student on an individual basis.

(3) Voice Interpreting: This is frequently called reversing. The interpreter voices or speaks what the hearing impaired student is signing. This type of interpreting can be used when a hearing impaired student answers a question and his or her speech is unclear to the rest of the class.

The interpreter's role in the classroom is to utilize these modes of communication to interpret whatever is being said in the classroom for the hearing impaired student. This includes lectures, conversations among classmates, discussions with the teacher, etc. The interpreter is, in a sense, the student's ears.

Tutoring - Tutoring is a major service offered by Project TEAM.

This service can be an essential supplement to classroom instruction for the hearing impaired students because of language and communication problems caused by hearing loss. Teachers are also encouraged to send other students to tutoring sessions who might be having difficulty in the class. Any students who have missed class due to absence can attend tutoring sessions.

The major goal of the tutor is to help the hearing impaired student improve his or her study skills--to help the student become more independent in learning. Often tutoring involves re-explaining lecture content or clarifying assignments or directions for projects.

The tutor is expected to work closely with the student and his or her teacher, to assist the student in achieving the educational objectives of your course. Your assistance in clarifying concepts, language, and objectives for the tutor is greatly appreciated.

Notetaking - According to formal research work and experience in the field, hearing impaired students view notetaking as the single most important service they receive. Trained notetakers are aware of special language needs of the student for whom they work and their appropriate role in the classroom.

The notetakers who are affiliated with Project TEAM have received special training by the Tutor/Notetaker Program through NTID. This training by the NTID staff consisted of a general knowledge about deafness as well as mechanics and techniques of notetaking.

The notetaker records as much as possible of what is said in class during lectures, discussions, reports, or films.

A skilled notetaker not only includes most of what is said but imposes order in the notes in the form of highlighting main topics or themes as the teacher indicates them. After class the hearing impaired students receive a copy of the notes.

The teacher is given copies of the notes for review. This is the only way to insure that the lecture material covered in class is accurately recorded. The notetaker would appreciate any suggestions and/or comments to clarify the contents of the notes.

The notes can be a useful tool for the teacher. Sometimes teachers use the notes as lesson plans for the next year they teach the course. Notes are helpful to leave for substitutes as plans or to know what has been covered in class. Copies of class notes can be given to help absent students catch up.

Suggestions For Classroom Strategies

Seating	Check with the deaf students to see where they prefer to sit. Each student may have different preferences. For example, the optimal distance for a hearing aid's effectiveness is about 5 ft. so a hard-of-hearing student might want to sit as near you as can be arranged. Other students prefer to sit so they can see the speaker, interpreter and classmates.
Interpreting	An interpreter cannot interpret more than one speaker at a time, so a discussion is hard to follow. If you can remind students not to "step on each other's discussions", the interpreter will have a better chance. You can set an example for this, and help raise the class' sensitivity to the deaf students, by not speaking when anyone else is speaking and remind students of this.
Notetaking	The notetaker, if the student has requested one, should give you a copy of each day's notes. Your help in evaluating the notes can be an essential addition to the quality control of the notes. The notes are yours to keep, to use or do with what you wish. If the notetaker forgets to give you the notes, perhaps you could ask for a copy.
Participation	Be sensitive to the deaf student's abilities to participate in class discussions, oral presentations, etc. Perhaps you can check with the student to see if he or she feels comfortable or capable of active participation. Depending on the students' previous backgrounds, they may not yet have adequate skills for active participation.
Sensitivity	It is easy to make the deaf student the center of attention because of the presence of the support services. If you remember this danger you can be careful not to call undue, embarrassing attention to the deaf students or to the support personnel.
Curiosity	Hearing students may be curious about the deaf students or the support service personnel in the class. Perhaps time can be allowed in the beginning of the semester for hearing students to ask questions. A few questions about the deaf students and their special services will satisfy curiosity, and make everyone more comfortable.

Communication	Speak directly to the deaf students, not to the interpreter. This will help establish rapport with the students. After all they are in the course for credit as your students; the interpreter is not!
Media	If you are planning a movie or some other audio-visual media, it would be a great help if you can be sure to tell the interpreter and notetaker beforehand. The interpreter can bring a small light, which doesn't interfere with the movie. The T/N may have a chance to see the movie or hear the tape and make notes on it before the class. The students will benefit more from having notes before seeing the movie. If there is a script available perhaps you could give a copy of it to the notetaker.
Questions	When questions are asked in class, perhaps you can restate the question before answering it. This will be of benefit to all students, since you are clarifying the question and making sure the question has been heard properly.
Students	Deaf students are individuals. They may be oralists who can speak and lipread well--but have severe reading and writing problems. Or, they may rely heavily on support services--and have perfect written language, better than hearing students. If you can get to know the individual students, your experience together will be more positive, and the tendency to stereotype deaf students can be avoided.
Reading	Deafness imposes reading/language problems that may result in students being two or more grade levels below their potential. Given appropriate supplementary materials, students have a better opportunity to reach their potential. This does not mean "watering down" your course, rather supplementing it, giving deaf students equality of access to the materials.

Suggested Questions for Panel Discussion

Questions for Hearing Impaired Student:

1. What are some of the mainstream classes you have had?
2. What kinds of problems have you had in these classes?
3. What kinds of help have you had?

Questions for Special Education Teacher:

1. What kinds of problems do your students have when they are mainstreamed without tutoring or notetaking?
2. How do you help your students succeed in mainstream classes?
3. How often do you see your student's tutors?
4. Under what kinds of circumstances have tutors asked for your help?
5. Why is it difficult for most hearing impaired students to read and write?

Questions for Mainstream Teacher:

1. How many hearing impaired students have you had?
2. Is having a notetaker or interpreter distracting to you?
3. In what ways have the support services for a hearing impaired student benefited you or your hearing students?
4. What kinds of problems have the handicapped students had succeeding in your class?
5. How much contact do you have with tutors for the hearing impaired students?
6. What kinds of things do you discuss with the tutor?

Questions for Experienced Tutor:

1. How many students do you tutor and how often do you see them?
2. Which subjects are the most difficult to tutor and why?
3. How often do you meet with the coordinator of support services and mainstream teachers?

SESSION II

ROLE OF THE TUTOR

Trainer Information

The objectives for this training session are:

1.) Trainees will indicate that they understand the tutor role in relation to other personnel involved with the student.

2.) Trainees will be aware of the role changes that occur when notetaking is added to the tutoring role.

The necessary materials and advanced preparations include:

- prepare copies of Handout 3 or Handout 4 (depending on whether trainees will be serving as just tutors or tutors and notetakers)
- make a transparency of Handout 3 or Handout 4
- copies of the Handout (from Session I) describing support services in your program for trainees to use when explaining their role to mainstream teachers
- prepare copies of Trainer Resource 3
- prepare one copy of Trainer Resource 4 and cut into strips

A Training Guide, Handouts, and Trainer Resources follow.

Training Guide

The following are suggested training techniques and timelines for Session II:

INTRODUCTION
(20 minutes)

1. Review training objectives for the session.
2. Discuss any additional questions arising from the panel discussion in Session I.
3. Discuss the article reproduced in Handout 2 - Introducing ... Lynn Sahmel:
    - How does Lynn's experience parallel or differ from your anticipated experience as tutors?
    - This article is written in a very positive light. What kinds of problems do you think Lynn encountered? Are these problems similiar to the ones you will face?

LECTURE
(20 minutes)

1. Distribute Handout 3 - Responsibilities of a Tutor or Handout 4 - Responsibilities of a Tutor/Notetaker.
2. Using an overhead transparency of Handout 3 - Roles of a Tutor or Handout 4 - Roles of a Tutor/Notetaker, discuss the activities described. Tailor the discussion to the needs of your particular program.

BREAK
(10 minutes)

ADMINISTRATIVE
DETAILS (5 minutes)

1. Distribute copies of Trainer Resource 3 - Tutor Background Information.
2. Have trainees fill this form out to assist you in pairing students with tutors.

ROLE PLAY
(30 minutes)

1. Divide trainees into pairs and give each pair one of the situations found in Trainer Resource 4 - Role Play Situations.
2. Allow 5 minutes preparation time.
3. Have each pair enact their role play for the rest of the group.

4. Ask the group to give feedback on the effectiveness of the "tutor's" responses.

5. If time permits, have trainees switch roles so that each one has a chance to enact the "tutor's" role.

LECTURE
(15 minutes)

1. Describe your program's procedure for informing classroom teachers about the support services available for your handicapped students.

2. Make sure that the trainees will know either how they are involved in that process or to what extent the teachers have been informed of the tutor's role.

3. Distribute several copies of the Handout describing your support services (prepared for Session I) to each trainee.

    - Encourage trainees to use this description to inform teachers about their tutor or notetaker/tutor role.

    - Trainees can use the sheet as a basis for in-servicing teachers at the beginning of the semester or if questions arise during the school year.

Responsibilities of a Tutor

A Tutor:

1. Develops visual aides, sample tests, and other learning materials for tutoring sessions.
2. Meets with students for tutoring sessions on a regular basis (weekly or twice weekly).
3. Researches concepts which are new or confusing to the tutor or student.
4. Meets with special education staff to review the student's progress on a regular basis (it is suggested that students attend these meetings as well).
5. Meets with support service coordinator.
6. Learns to communicate more effectively with the student.
7. Plans the goals and direction of the tutoring sessions.
8. Works with the special education staff to develop activities which will enhance concepts taught in the mainstream class.
9. Includes non-handicapped students in the tutoring sessions at the teacher's request.
10. Seeks feedback from the student on the effectiveness of the tutoring sessions.
11. Maintains a tutor's log according to suggestions made by the support service coordinator.
12. Fosters independence in the student.
13. Clarifies unclear concepts by asking the classroom teacher.
14. Helps the student to succeed.
15. Develops a rapport with the student.

The Tutor Does Not:

1. Make value judgements about the teacher's style, procedures, or information to the students at any time.
2. Discuss the student's progress privately with parents.
3. Discuss the student's progress with other students.
4. Do the student's work for him/her.
5. Give away actual test questions or answers.

HANDOUT 4-A

Responsibilities of a Tutor/Notetaker

A Tutor/Notetaker:

1. Acts as a resource on the specified disability for the mainstream teacher.
2. Serves as a liaison between the mainstream teacher and the special education staff.
3. Provides classroom notes for the student.
4. Provides classroom notes for the special education teacher.
5. Provides classroom notes for the mainstream teacher.
6. Develops visual aids, sample tests, and other learning materials for tutoring sessions.
7. Meets with students for tutoring sessions on a regular basis (weekly or twice weekly).
8. Researches concepts which are new or confusing to the tutor or student.
9. Meets with special education staff to review student's progress on a regular basis (it is suggested that students attend these meetings as well).
10. Functions as an aide at the request of the mainstream teacher during lab or when all students are involved in seat work.
11. Makes copies of notes.
12. Seeks feedback on the notes from teacher and student.
13. Meets with support service coordinator.
14. Learns to communicate more effectively with the student.
15. Plans the goals and direction of the tutoring sessions.

16. Works with the special education staff to develop activities which will enhance concepts taught in the mainstream class.

17. Includes non-handicapped students in the tutoring sessions at the teacher's request.

18. Evaluates own notes and tutoring sessions.

19. Seeks feedback from the student on the effectiveness of the tutoring sessions.

20. Maintains a tutor's log according to suggestions made by the support service coordinator.

21. Fosters independence in the student.

22. Clarifies unclear concepts by asking classroom teacher.

23. Helps the student to succeed.

24. Develops a rapport with the student.

The Tutor/Notetaker Does Not:

1. Participate in the class except at the teacher's request.

2. Answer student's questions during class time.

3. Make materials for the class except copies of the notes upon the teachers request.

4. Make value judgements about the teachers style, procedures, or information to the students at any time.

5. Teach the class in the teacher's absence.

6. Take responsibility for the class at any time.

7. Discuss the student's progress privately with parents.

8. Downgrade the student's abilities.

9. Do the student's work for him/her.

10. Give away actual test questions or answers.

TRAINER RESOURCE 3
Adult Tutors

Tutor Background Information

Name: Miss / Mr. / Mrs. ______________________

Address: ______________________

Phone number: ______________________ Date: ______________

Highest level of education: ______________________

If you have children, list their names, ages, and grade levels:

____

____

____

____

If you have a preferred assignment, please list whether you prefer working with boys or girls and a preferred grade level:

____

When (days and times) are you available to serve regularly each week? Please indicate number of days, specific days, number of hours, and whether mornings or afternoons:

____

____

What are your special interests or hobbies?

____

Are you fluent in manual communication?

____

Do you have any special abilities that might be useful in tutoring hearing impaired students? If so, what are they?

____

TRAINER RESOURCE 3-A
Peer Tutors

Tutor Background Information

Name: ______________________________

Address: ______________________________

____

Phone: ______________________________

Highest level of education: ____________________

Is there a particular grade level that you would prefer to work with? If so, specify.

____

Are there any particular subjects which you would like to tutor? If so, specify.

____

____

Are there any subjects which you would not like to tutor? If so, specify.

____

When (days and times) are you available to tutor? Please indicate number of days, specific days, number of hours, mornings or afternoons.

____

____

What are your special interests or hobbies?

____

Are you fluent in manual communication?

____

Do you have any special abilities that might be useful in tutoring hearing impaired students?

____

Role Play Situations

Directions: Make sufficient copies of this page so that you have one role play for each pair of trainees. Cut along dotted lines so that each group can have their own role play situation.

Situation #1

The tutor asks the student for some feedback on the effectiveness of his/her tutoring and receives a critical response.

Roles: tutor, student

Situation #2

Tutor approaches classroom teacher to ask for copies of books the student is using for the course. The teacher says, "The books are expensive. I can't just give them out to anyone that wants them."

Roles: tutor, teacher

Situation #3

A parent calls the tutor on the phone and complains about how poorly her son is doing in the class you're tutoring him for.

Roles: tutor, parent

Situation #4

The student brings an extremely difficult geometry problem to you during a tutoring session. You don't know how to solve it.

Roles: tutor, student

Situation #5

The classroom teacher asks you to develop a poster displaying a concept the class will begin work on next week.

Roles: tutor, teacher

SESSION III

DIAGNOSING A STUDENT'S TUTORING NEEDS

Trainer Information

The objectives for this training session are as follows:

1) Trainees will understand the process for informing parents and students regarding their role as tutor/notetaker or tutor.

2) Trainees will know how to diagnose a student's needs during a tutoring session by beginning with broad questions and working toward more specific questions.

The necessary materials and advance preparations include:

- prepare copies of Handouts 5, 6 & 7
- make a transparency using Transparency Master 1
- Arrange tutoring practice sessions for the trainees. It is recommended that the trainees tutor at least one student one hour a week for the remainder of the training period.

Training Guide

The following are suggested training techniques and timelines for Session III.

INTRODUCTION
(5 minutes)

1. Review training objectives.
2. Answer any questions left over from Session II.

ADMINISTRATIVE
DETAILS
(25 minutes)

1. Tell trainees about their practice tutoring assignments
    - time and place
    - name of student and teacher
2. For suggestions on setting up the assignments see Trainer Resource 5

3. Inform trainees that you will be observing one of their practice tutoring sessions

    - a date for this visit should be set up during Session IV

4. Encourage trainees to meet with the special education teacher and the mainstream teacher to discuss the course content, their students' progress and to obtain a text

5. Pass out copies of Handout 5 - Sample Letter to Parents. This letter is to inform parents of tutoring services for their child. Explain the tutor's contacts with parents. You may wish to cover the following points:[1]

    - tutor should phone or write to parents at the beginning of the semester (using Handouts), notifying them of their work with the students
    - tutor can arrange to suggest supplementary work a parent could do with their son or daughter. This should be left up to the parent since they must be self-motivated in order to follow through at home
    - tutor should refer parents to the mainstream teacher if they are dissatisfied with the level of their child's work
    - if parents wish to discuss their child's social/emotional adjustment to the class, the tutor should refer them to the mainstream teacher
    - tutors should avoid downgrading either the teacher or the student's performance to parents

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[1] U.S. Department of Health, Education and Welfare, Tutoring Resource Handbook for Teachers, HEW, Washington, D.C., 1975.

Tutor and Student Role

1 - It is your responsibility to arrive prepared for each session. Preparation entails establishing flexible goals for the session. Goals should be flexible so that if the student has more pressing needs, the objectives for the session can be shifted to deal with those needs first. Preparation can also mean doing research on unfamiliar subject material so that you can arrive at the session ready to teach. Preparation can mean working out the simplest, clearest way to teach difficult concepts.

2 - Once at the session, your responsibilities involve goal setting based on the student's needs, teaching toward those goals, but above all, questioning and listening. Your ability to question and listen to the student's answers directs the session away from you and toward the student. It will be easy for you to dominate tutoring sessions by talking. However, the student should be doing the talking. So ask probing questions, listen to the answer and ask more questions.

3 - Rapport with the student is of prime importance to successful tutoring. Don't feel that you're wasting time if you spend 5-10 minutes of each session getting to know the student. What you discover about the student's interests and dreams can be used to make the sessions more interesting. Draw from what you know about the student to direct and highlight your tutoring.

4 - It is the student's responsibility to do the work of the class. This seems obvious but many tutors are tempted to provide answers to assignments because they want students to succeed. Then the assignment demonstrates that the tutor understands the subject, but defeats the purpose of the student taking part in the class. By asking questions similiar to those of the assignment, the tutor directs a student toward the answer. A tutor can suggest sources where the student may find responses. A tutor helps the student learn new concepts without providing direct answers to assignments.

5 - Any information about a student that the tutor learns during sessions is confidential. Personal information should not be shared with other students or teachers. If questions arise about a particular problem, and the tutor feels it can be cleared up more easily by someone on the special education staff, then the coordinator of support services should be contacted. Only information about a student's progress should be shared with the mainstream and special education teachers. Students, particularly at the secondary level, need to feel that the tutor respects their privacy.

6 - Students are also responsible for arriving on time to scheduled tutoring sessions with classroom materials and notes.

7 - If the student asks a question that you do not know the answer to, tell him/her of your confusion, research the question, and bring an answer to the next tutoring session.

LECTURE
(25 minutes)

1. Distribute a copy of Handout 6 - Tutor and Student Roles
2. Make a transparency using Transparency Master 1 and discuss the main points
3. Add any additional points which are especially relevant to your program and student population

BREAK
(10 minutes)

LECTURE/
DEMONSTRATION
(10 minutes)

1. Explain that there are 2 different ways to diagnose a student's needs.
    - student asks for help with a particular concept, passage in a book, completion of a project, or test preparation. This type of diagnosis is easy. A goal is quickly established and the tutor proceeds to work with the student toward that goal.[1]
    - the second method of diagnosing a student's needs is not nearly so easy. This involves a process of questioning; beginning with broad questions and narrowing the field of possible problems down to a teachable goal. With this type of diagnosis, the student approaches the session not knowing where he needs assistance.
2. Distribute Handout 7 - Demonstration of a Questioning Technique. Ask for two volunteers to read the dialogue to the class.
3. Ask for comments regarding the nature of the questioning in the dialogue. Point out that the questions become increasingly more specific.

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[1] Osguthorpe, Russell, T., The Tutor/Notetaker, Alexander Graham Bell Association for the Deaf, Washington, D.C., 1980, pg. 26.

ROLE PLAY
(40 minutes)

1. Prepare role play materials in advance. See Trainer Resource 6.

2. Select six volunteers to work on the role plays. Allow 5 minutes preparation time and then have the role plays presented to the group. The observers should provide feedback on the effectiveness of the "tutor's" questions.

WRAP-UP
(5 minutes)

1. Review the objectives for the day and major training points.

2. Answer any questions that come up.

Sample of letter

Mr. and Mrs. Robert Payne
111 West Tulip Street
New Ambler, PA.

Dear Mr. and Mrs. Payne:

As you are aware your son will be mainstreamed for (subject) this year. I was selected as tutor in order to facilitate his progress in this class. Tutoring sessions will be conducted twice a week during scheduled study hall periods. I am looking forward to working with Bob.

If you would like to discuss the tutoring sessions I am available at (home phone) .

Sincerely,

Betsy Beeghley

Demonstration of a Questioning Technique

Tutor: Hi Mike. How's English going?

Student: Oh, I don't know. Fine I guess. I just don't understand Miss Fisher when she talks about The Old Man and the Sea.

Tutor: What don't you understand? Do you mean you don't understand the book itself?

Student: No. I thought I understood the book okay until she started talking about it.

Tutor: So the plot is not the problem. Let's take a look at your notes. (Glances through previous week's notes). What about right here where Miss Fisher talks about the importance of the marlin to the old man? Can you explain that to me?

Student: Yeah. The fish was real important to the old man.

Tutor: Why? (Tutor realizes that the student does not have a clear understanding of symbols and symbolism. It becomes the goal of this session to develop the student's understanding of symbols used in The Old Man and the Sea).

Guidelines for Setting Up Practice Tutorials

The following are points which you may want to keep in mind when setting up the practice tutoring assignments:

1.) Trainees should tutor at least one hour with one student per week until the end of the training period.

2.) Try to match tutor and student according to their communication competencies.

3.) Try to place tutors in subject areas with which they feel comfortable.

4.) Select schools which are close to the tutors' homes if they are adult volunteers who will be traveling to their assignment.

Role Play - Questioning

Directions: Select six volunteers and divide them into pairs. Give each pair a role play situation and allow five minutes to prepare. The person role playing the "tutor" should not see the information given to the person playing the "student."

Role Play #1

Student directions:

You are a 7th grade student who is having difficulty in General Math. Your problem is that you don't understand how to multiply fractions, but you are not able to identify this as your problem. You are extremely confused about math in general but the tutor will help you zero in on your problems.

Role Play #1

Tutor directions:

You are tutoring a 7th grade student in General Math. The student is unclear of his/her real problem, so you will have to help him/her zero-in on the real source of confusion.

Role Play #2

Student directions:

You are a 9th grade student who is having difficulty in Consumer Education. Your problem is that you don't understand credit cards, but you are not able to identify this as your problem. You are extremely confused about Consumer Education in general, but the tutor will help you zero-in on your problems.

Role Play #2

Tutor directions:

You are tutoring a 9th grade student in Consumer Education. The student is unclear of his/her real problem, so you will have to help him/her zero-in on the real source of confusion.

Role Play #3

Student directions:

You are a 10th grade student who is having difficulty in Biology. Your problem is that you do not know what an amoeba is, but you are not able to identify this as your problem. You are extremely confused about Biology in general, but the tutor will help you zero-in on your problems.

Role Play #3

Tutor directions:

You are tutoring a 10th grade student in Biology. The student is unclear of his/her real problem, so you will have to help him/her zero-in on the real source of confusion.

SESSION IV

DIAGNOSING STUDENT NEEDS AND SETTING GOALS FOR TUTORING

Trainer Information

The objectives for this training session are:

1) Trainees will be familiar with the steps in the tutorial process.
2) Trainees will be able to set achievable goals for tutoring sessions based upon a diagnosis of student needs.
3) Trainees will practice restating difficult vocabulary in student texts.
4) Trainees will refine their outlining skills and will understand the importance of outlining as a study skill.

The necessary materials and advance preparations include:

- make transparencies using Transparency Master 2 and Handout 8
- locate and make copies of two difficult passages from a junior high textbook
- make copies of Handouts 8 & 9
- obtain an overhead projector, blank transparencies and grease pencils

A training guide and transparency master follow.

Training guide:

The following are suggested training techniques and timelines for Session IV.

INTRODUCTION
(10 minutes)

1. Ask trainees to share any questions/problems that they may be having in setting up their practice tutoring sessions.
2. Offer to provide assistance if there are particular difficulties.
3. Encourage trainees to share experiences in the practice sessions as they relate to workshop topics and discussions.

LECTURE
(10 minutes)

1. Distribute copies of Handout 8 - Steps in the Tutoring Process.
2. Using the transparency which you have made of this handout, review the cycle of steps involved in tutoring.
3. Remind trainees that they will be continually revising their goals for the student depending upon student needs and the effectiveness of tutoring strategies.
4. Explain that the questioning techniques discussed in the Session III were part of the diagnostic process.
5. Explain that today's workshop will focus on goal setting, and subsequent sessions will deal with tutoring techniques.

LECTURE
(15 minutes)

1. Review methods used to diagnose a student's needs including:
    - building a session around the student's stated needs ("I really need help with cellular structure")
    - using questioning (broad questions to specific) to discover areas of student need
    - discussing upcoming tests, projects, papers with the student's teacher. Tutor/Notetakers will be readily aware of these assignments since they attend class daily

2. Explain the necessity of establishing achievable goals for each session based upon the diagnosed need.

    - a tutoring session can become very frustrating if there is no structure or plan for the time

    - setting goals for each session will eliminate the feeling of "drifting"

    - when the goals are achieved, there is a tremendous feeling of satisfaction for both student and tutor - this is why it is essential that goals be achievable

ACTIVITY/
DISCUSSION
(25 minutes)

1. Use a transparency of Transparency Master 2 as the basis for the following discussion of goal setting.

2. While displaying Transparency 2 - Setting Realistic Goals, have trainees write down a tutoring goal for each of the needs on the transparency. Ask them to assume that the session is 40 minutes long and that the goal must be achievable in that time. Allow 10 minutes for this activity.

3. Have trainees share their ideas with the group and solicit feedback.

4. You may wish to have trainees suggest multiple session goals for some of the needs.

5. Make sure to draw the distinction between the types of needs which must be met in one session (e.g. specific assignments) versus needs which can be worked on over time. (e.g. skill building)

6. Discuss other factors which influence the number of sessions necessary to meet a need:

    - language level

    - age

    - self motivation

    - parent involvement

BREAK
(10 minutes)

TRANSPARENCY
MASTER 1

TUTOR AND STUDENT ROLE

1. Arrive prepared for each session.

2. The tutor will set goals based on the student's needs, teach toward the needs, while questioning and listening to the student.

3. Rapport with the student is essential.

4. The student has responsibility for doing his/her own work.

5. All information about the student is confidential.

6. Student is responsible for coming to sessions at the right time and with proper materials.

7. If the student asks a question that you do not know the answer to, tell him/her of your own confusion, research it, and bring in an answer the following week.

LECTURE/
DEMONSTRATION
(10 minutes)

1. Explain why outlining can be an important skill for a student to develop.
    - outlining can help student organize his/her thinking when developing a project
    - outlining is a study skill the student can use to understand the hierarchy of a new concept
    - it is a basic method useful in taking notes
    - outlining is a quick clear way to approach writing the answer to an essay question on a test
2. Review the basics of outlining by developing a quick outline on a blank transparency. Using the topic "Memories of Childhood" (or another topic of a general nature), ask trainees for suggestions as to how to develop the outline.
3. As the outline develops, remind trainees of the major features such as:
    - the system of Roman numerals and alphabet used
    - the hierarchical nature of the outline

ACTIVITY
(15 minutes)

1. Divide trainees into groups of 4 or 5 and select a group leader.
2. Give each group a topic to outline in 5-7 minutes. Possible topics include:
    - directions for building a tool box
    - position paper on the necessity of world peace
    - research paper on the life of John F. Kennedy
3. Outlines should be written on blank transparencies with grease pencils.
4. Ask group leaders to present the outlines to the rest of the trainees.

LECTURE
(15 minutes)

1. Introduce the idea that restating difficult vocabulary is very crucial in helping hearing impaired students.

   You may wish to include the following points:

   - why hearing impaired or other handicapped students may have difficulty comprehending the vocabulary and or sentence structure used in their texts (lack of experience to associate with the language, lack of prior contact with vocabulary because of hearing problem, failure to visualize, etc.)
   - why the tutor should discuss the student's ability to read course level material with the special education teacher or support service coordinator

2. Distribute copies of Handout 9 - Principles to Follow When Re-Writing Materials. Review the list and explain concepts such as "active voice" and "antecedent."[1]

3. Explain that it is not part of the tutor's responsibility to rewrite entire texts but that the student may need paragraphs restated in order to have complete comprehension of a passage.

ACTIVITY
(15 minutes)

1. Distribute copies of two passages from a textbook which your hearing impaired students might find difficult to read. Ask the trainees to identify what is difficult about them. Also ask them to suggest how the passages could be rewritten.

WRAP-UP
(5 minutes)

1. Ask trainees to bring a textbook, notes, and a test from their practice tutoring experience to the next session.

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[1] Mayle, Judy, Maladies and Remedies: Guidelines for Modification of Materials and Method for Mainstreamed Adolescents with Academic Difficulties, Plymouth-Canton Community School District, Plymouth, Michigan, 1979.

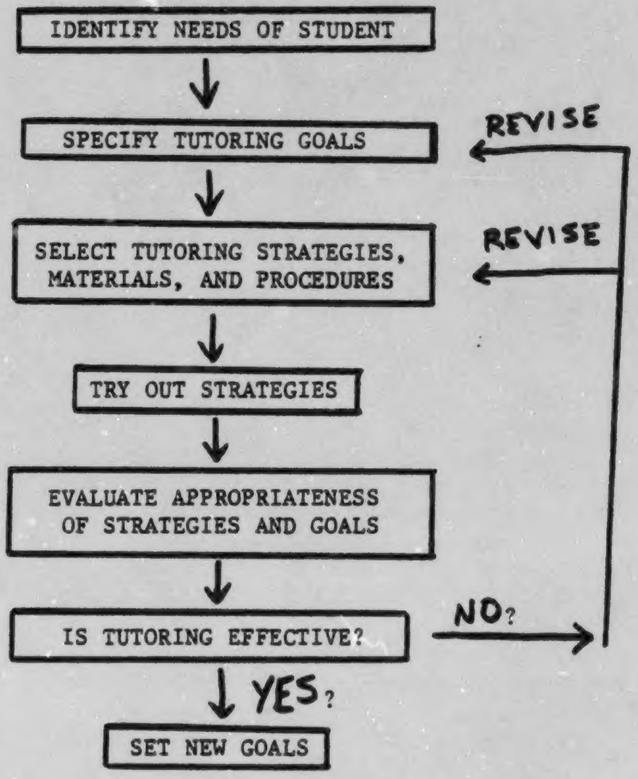
TRANSPARENCY MASTER 2

Setting Realistic Goals

- Student needs help writing a paper on the life of Shakespeare
- Student does not understand how to draw a cube for drafting
- Student is having a unit test in three weeks
- Student does not know how to identify nouns, verbs, and adjectives
- Student wants help preparing for a quiz
- Student needs assistance choosing a topic for his physiology project
- Student needs help with word problem
- Student does not understand how to multiply decimals
- Student does not know how many bones are in a hand
- Student does not understand the word "media"
- Student wants help writing a book report

HANDOUT 8

Steps in the Tutoring Process


IDENTIFY NEEDS OF STUDENT
SPECIFY TUTORING GOALS
REVISE
SELECT TUTORING STRATEGIES, MATERIALS, AND PROCEDURES
REVISE
TRY OUT STRATEGIES
EVALUATE APPROPRIATENESS OF STRATEGIES AND GOALS
IS TUTORING EFFECTIVE?
NO?
YES?
SET NEW GOALS

Principles to Follow When Rewriting Materials:

(The following material is based on work by Shiffman, 1966 and Auckerman, 1972)

*1. Keep the sentence short---5 or 6 words is best.

*2. Use basic words of few syllables.

3. Use present tense and active voice.

4. Use simple sentences, and try to start sentence with the subject.

5. Avoid appositives and parenthetical expressions.

6. Use pictures and diagrams to illustrate text.

7. Be sure every pronoun has an antecedent.

8. Use new words sparingly and give lots of clues to meaning.

9. Eliminate unnecessary words.

10. Underline proper names.

11. Turn written numbers into numerals ("10" for "ten").

12. Avoid words with double meanings and double pronounciations, such as read-read.

13. Avoid idioms or explain them within the text.

*Note: These two items are the most often measured by readability formulas and will therefore be most effective in reducing measurable reading level.

SESSION V

TEST PREPARATION AND TEST TAKING

Trainer Information

The objective for this training session is:

1) Trainees will know how to help students (secondary school level) prepare for objective tests.

The necessary materials and advanced preparations include:

- prepare copies of Handouts 10 and 11
- blank transparency
- overhead projector
- trainees should bring texts, notes and tests from their practice tutoring sessions

A training guide, handouts and trainer resource follow.

Training Guide

The following are suggested training techniques and timelines for Session V.

INTRODUCTION
(5 minutes)

1. Review objectives for the session
2. Answer any questions remaining from previous sessions

DISCUSSION
(15 minutes)

1. Discuss some of the experiences trainees are having in their practice tutoring sessions. You may wish to cover the following points as well as additional areas that apply to your program.
   - were there problems scheduling students on a particular day and time?
   - what has the reaction of faculty been to your tutoring?
   - how did the student respond to you at the first session?
   - have you contacted the parents? how do they feel about you tutoring their son/daughter?
   - do you think your student will be easy to tutor?
   - how do you feel about tutoring this subject?

LECTURE (20 minutes)	1) Using Trainer Resource present a short lecture as an introduction to test preparation 2) Distribute copies of Handout 10 - Tutor's Guidelines for Test Preparation for trainees to refer to later

ACTIVITY
(15 minutes)

1) Distribute copies of Handout 11 - Student Guidelines for Test Taking and Test Preparation

2) Ask trainees to look at the test which they have brought with them (from their practice tutoring sessions). Ask them to do the following:

- make some brief notes regarding:
    1) the kinds of questions it consists of
    2) do the questions focus on detail or on broad concepts?
    3) would the language on the test be difficult for your student to comprehend? Refer to Student Guidelines for Test Taking and Test Preparation. Write down some suggestions for ways your student could study for this test.
- write two multiple choice, two short answer, two true/false questions, and one essay question based on the current chapter in the student's text. (Instruct the trainees to use the teacher made questions to help them write their own).

3) You may want to write the preceding directions on the chalkboard.

4) Ask trainees to leave their practice test questions with you before leaving for their break.

BREAK
(15 minutes)

1) During break time, choose a few practice test questions to use for discussion. Write these questions on a transparency. Also choose two multiple choice questions to be used during the upcoming role play activity.

DISCUSSION
(20 minutes)

1) Discuss the individual activity conducted prior to the break. You may wish to talk about the following:

- difficulties that trainees' students may have succeeding on the teacher made test
- how a tutor can address some of these problems
- the kinds of study skills their students could adopt to help them succeed on tests
- the trainees' practice test questions. As you discuss the difficulty of writing good test items, show transparency of trainees' practice questions on an overhead.
- ask if there are any questions about Handout 11 - Student Guidelines for Test Taking and Test Preparation.

LECTURE/
ROLE PLAY
(15 minutes)

1) Introduce the idea that test taking can be approached in a rational, logical manner.

- Handout 10 - Tutor's Guide to Test Preparation, suggests that the student and tutor predict some test items. The student then answers the questions by "reading through each question and explaining why a particular answer was chosen"[1]
- a tutor uses this technique to help the student identify the steps he/she takes to answer test questions. Successful test takers learn to use this same technique in the test situation.

2) Demonstrate the rational approach to answering questions in a role play in which you play the role of the tutor. Ask for two trainees to role play the students. Using two multiple choice questions written by the trainees earlier, you will ask the "students" to choose the correct answer and explain why they choose it. Possible approaches to answering questions include:

- process of elimination
- the correct option grammatically fits the first half of the item
- the incorrect option has too many qualifiers
- the incorrect option uses emotionally loaded language

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[1] Feder, Bernard, The Complete Guide to Taking Tests, Prentice Hall, NJ, 1979, p.23.

ROLE PLAY
(15 minutes)

1) Choose two trainees to play "student" and "tutor" roles.

2) Ask the "student" and "tutor" to bring text and notes to the role play session.

3) Explain that the "student" is beginning to prepare for a test to be taken in two weeks.

4) The test material is found in the "student's" notes and text.

5) Using the approach described in Handout 10 - Tutor's Guidelines for Test Preparation, the tutor is to help the student prepare for the test.

6) After the role play, ask the "student" and "tutor" to switch roles and repeat the process using the text and notes brought by the "second student."

DISCUSSION
(10 minutes)

1) Discuss these two role plays with the whole group.

- review the approach taken by both tutors
- did they predict test questions?
- did the student work through his/her answer aloud?
- who did most of the talking?
- who did most of the work?
- ask both role play members which role felt most comfortable
- was it clear at the end of the "session" what was expected of the student for next week?

WRAP UP
(5 minutes)

1) Review the highlights of this session

2) Answer questions

Tutor's Guidelines for Test Preparation

- Anticipate when tests will occur by questioning teacher about them at the beginning of the semester.
- Spend two tutoring sessions preparing the student for a test.
- Find out from the teacher, student, or notes:
    - what type of test this will be (T/F, Multiple Choice, Essay, etc.)
    - how much the test is worth
    - what material will be covered on the test
    - the exact day of the test
- Clarify the above points with the student during the first tutoring sessions on test preparation.
- Ask the student to predict some test questions. Make up questions of your own and explain why you feel they might be on the test.
- Have the student answer these questions. Use this time to diagnose his/her areas of weakness and clarify difficult concepts.

Test Preparation - p.2

- Suggest specific concepts to be studied during the week based upon the above diagnosis.
- Use "Guidelines for Test Preparation & Test Taking" to focus the student's study time for the test.
- Tell the student that you will give him/her a practice test during next week's tutoring session.
- For the second session of test preparation give the student a practice test. The practice test should consist of the same kinds of questions expected to be on the actual test.
- Do not answer any questions while the student is taking the practice test.
- Go over the practice test and discuss errors the student had made.

Remember that the tutor's job is to lead the student toward greater independence. For this reason it is important that the student learn to predict test questions for himself. Let the student do the work!

Student Guidelines For Test Taking and Test Preparation

Test Preparation

Do not cram. Hard study the night before an exam will tend to confuse and tire you, particularly if you have not studied the material earlier. It is best to feel rested for a test. You should 1) keep up with the course work, 2) go over your notes regularly, and 3) begin to think carefully about your test two weeks before it is scheduled. The habit of studying as you go along will give you confidence and help you succeed on your test.

Find out what kind of test it will be at least two weeks before the test date. Knowing whether the test is essay, true/false, multiple choice, or matching will influence the way you study.

Find out what percentage of your grade is determined by the test and the general material that is being addressed.

Go back over previous tests to see the kinds of questions your teacher likes to ask. Use these tests to come up with practice questions for your upcoming test.

True/false tests are difficult to take because the questions are frequently ambiguous. Usually the items focus on detail so go through your notes and reading material carefully. Underline and memorize details or statements that can be written as absolutely true.

Study for multiple choice or matching tests by concentrating on sets of words, phrases and ideas. These kinds of tests are composed of ideas that relate to one another.

Test Taking

If you don't know an answer, guess. There are usually no penalties for guessing on a classroom objective test and there is a good chance you will get the answer right if you use good judgement. On short true/false tests your chances of guessing right are fairly good.[1]

On a true/false test be careful of exceptions or false parts. If any section is false then the whole statement is false.

Use your past experiences with the teacher's tests to guide you in answering questions. For example your teacher may be the kind who likes to write trick questions, if so, be especially alert on true/false and multiple choice tests. You may have found that your teacher requires very specific responses to short answer questions. If your teacher is like this, be sure you include as much information as you can on the line provided.

On a matching test start with items of which you are certain. If you make a mistake on a matching test you're likely to mess up other pairs, so start with the pairs you are sure of. After you've matched the pairs you know, go through the remaining ones carefully and eliminate the possible matches.[2]

[1] Feder, 1979, p.56.

[2] Feder, 1979, p.61.

HANDOUT 11-C

Teachers tend to give lots of clues on matching tests. Here is a sample of one matching test that has many clues because the teacher has jumbled names, dates, and laws.[1]

Instructions: Find an item in Column B which matches one in Column A. Use each item only once.

Column A	Column B
1. John Kennedy	( ) 1. defeated in 1982
2. Viet Nam War	( ) 2. commander of European forces
3. Eisenhower	( ) 3. rebellion in Iran
4. ERA	( ) 4. involved in the Cuban measle crisis
5. 1980	( ) 5. signers of the Camp David agreement
6. Carter, Begin, Sadat	( ) 6. 1960's protests

* Look for specific determiners or loaded words. With True/False or Multiple Choice tests the determiners all, always, never, none, seldom appear in correct answers. Teachers seldom use emotionally loaded words like ridiculous, crazy, or stupid in the correct answer.

Teachers rarely use overly technical language, which you have not been exposed to, in a correct answer.

Use reasoning strategies to answer objective test questions:[2]

- underline key terms if you are permitted to do so
- narrow your choices through elimination
- break the question into manageable parts
- use information from other test questions to help you

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[1] Feder, 1979, p.61.

[2] Feder, 1979, p.53.

General Hints for Test Taking taken from Bernard Feder's *The Complete Guide to Taking Tests*

- Skim the test to get an overview of the intent.
- Read instructions carefully; understand what is wanted.
- Answer what is asked, not what you think should be asked.
- Read the questions carefully; don't jump to conclusions.
- Focus on key words and terms; underline them if permitted.
- Narrow choices through elimination.
- Translate and substitute terms to simplify a question.
- Break a question into manageable parts.
- Use whatever information you can from other items.

Lecture: Introduction to Test Preparation

Here are some of the points to cover during your lecture:

- As a tutor you should anticipate when tests will occur by questioning teacher about them at the beginning of the semester.
- Spend at least two tutoring sessions preparing the student for a test.
- Find out from the teacher, student, or notes:
    - what type of test this will be (T/F, Multiple Choice, Essay, etc.)
    - how much the test is worth
    - what material will be covered on the test
    - the exact day of the test
- Clarify the above points with the student during the first two tutoring sessions on test preparation.
- Ask the student to predict some kinds of test questions.
- Make up questions of your own based upon notes and previous tests.
- Explain why you feel they might be on the upcoming test.
- Have the student answer these questions by reading through each question and explaining why a particular answer was chosen. Use this time to diagnose his/her areas of weakness.
- Suggest specific concepts to be studied during the week based upon the above diagnosis.
- Use Handout 11 - Student Guidelines for Test Taking and Test Preparation to suggest ways in which student might focus study time.
- Tell the student that you will give him/her a practice test during next week's tutoring session.
- For the second session of test preparation give the student a practice test. The practice test should consist of the same kinds of questions expected to be on the actual test.

- Do not answer any questions while the student is taking the practice test.
- Go over the practice test and discuss errors the student made.

Remember that the tutor's job is lead the student toward greater independence. For this reason it is important that the student learn to predict test questions for himself.

SESSION VI

STUDY SKILLS

Trainer Information

The objectives for this training session are:

1) Trainees will be familiar with an assortment of study skills designed to lead the student toward more independent learning.

2) Trainees will be able to use a variety of questioning techniques.

The necessary materials and advanced preparations include:

- make copies of materials for the activity stations found in Trainer Resource 7
- bring two or three elementary dictionaries for use at Station I
- have a seventh grade math book available for role play
- have notes on the four basic food groups for role play

A training outline, and trainer resource follow.

Training Guide

The following are suggested training techniques and timelines for Session VI.

INTRODUCTION
(5 minutes)

1. Review objectives of the training session and describe activities.

LECTURE
(10 minutes)

1. Explain the importance of teaching study skills to handicapped students.

   - study skills enable a student to approach new texts, concepts, and vocabulary independently
   - the immediate goal of a tutor is to help the student succeed. The ultimate goal of the tutor is to help the student succeed on his own without support services.

- a tutor hopes to eventually put her/himself out of business

- study skills which lead the student toward independence include: (write these on the board or on a transparency)

    a) use of the SQ3R method of reading with a purpose

    b) the use of dictionaries, glossaries, table of contents, chapter titles, and sub headings

    c) learning to identify the main idea of a paragraph

    d) outlining to understand a hierarchy of ideas

    e) sequencing to establish a series of events

2. Outlining was handled in Session IV. Explain that the next activity gives the trainees practice using the other study skills techniques.

BREAK
(10 minutes)

DISCUSSION
(10 minutes)

1. Discuss the trainees' reactions to the learning stations and have them share their written responses to Stations II and IV.

SIMULATION
(15 minutes)

1. Carry on a simulated tutoring session with one of the trainees. Inform him/her that the goal of the simulation is to show the inadequacy of asking questions which only elicit YES or NO answers.

2. You are the tutor, the trainee plays the student role. During the simulation you will demonstrate how a tutor can dominate the session and inhibit communication by asking only YES and NO questions

3. The following is a sample simulation, but feel free to improvise.

EXAMPLE

Tutor: Did you bring your book and notes?

Student: Yes.

Tutor: Are you ready for the test tomorrow?

Student: Yes.

Tutor: What about dividing decimals? Are they still hard for you?

Student: Yes.

Tutor: O.K. I'll show you a problem. (demonstrates problem) There. Now do you understand?

Student: Yes.

Tutor: O.K. Good. I guess we're finished then, right?

Student: Yes.

4. Discuss the simulation. You may want to ask the following questions.

    - how well did the tutor diagnose the student's needs?
    - what kinds of questions did the tutor ask?
    - was there sufficient interaction for the tutor to know what the student needed to master during that session?
    - how could the interaction between student and tutor be improved?
    - what kinds of questions would you ask?

5. Emphasize that the focus should be using open-ended questions to diagnose, teach, and assess progress during the tutoring session. Refer back to some of the kinds of questions discussed earlier.

ACTIVITY
(30 minutes)

1. Divide trainees into pairs.
2. Give half of the pairs a copy of Role Play #1 (found in Trainer Resource 8). The remaining pairs should receive a copy of Role Play #2. You may also choose to invent role play situations based upon your own experiences.

3. One member of the pair should role play the student and the other should play the tutor.

4. Allow about 5 minutes for the groups to do their role play. NOTE: In order to save time and repetition, the trainees will be playing the scene just for themselves. You may want to ask one group to volunteer to present their role play to the entire group.

5. Allow another 5 minutes for the trainees to switch student and tutor roles in the role play. You may also have them use a different situation, i.e., groups that used Role Play #1 the first time could do #2 when they switch roles.

6. Have the entire group discuss the questioning techniques used by the "tutors." Have them suggest other types of questions that the "tutors" could have used.

WRAP-UP
(5 minutes)

1. Review the day's objectives.

2. Take questions.

3. Ask trainees to bring a copy of the student text being used in their practice tutoring sessions to the next workshop.

Station I - Handout

Ways to use Dictionaries and Glossaries

Encourage your student to develop dictionary skills by:

1. Asking him/her to bring a dictionary to each session.
2. Giving him/her time to look up unfamiliar words rather than supplying your own definition. Discussing definitions with the student.
3. Trying to use a dictionary written with language that is meaningful to the student.
4. Going further than a simple definition. Key the new word to an experience that the student has had ("You played a rousing game of baseball last night. It was stimulating, exciting.")
5. Making up your own puzzles and games geared to the dictionary to involve a younger child.
6. Using the diacritical (pronounciation) markings in the dictionary to help the student learn how to pronounce new words.
7. Making your student aware of the glossary in his/her classroom text during sessions.

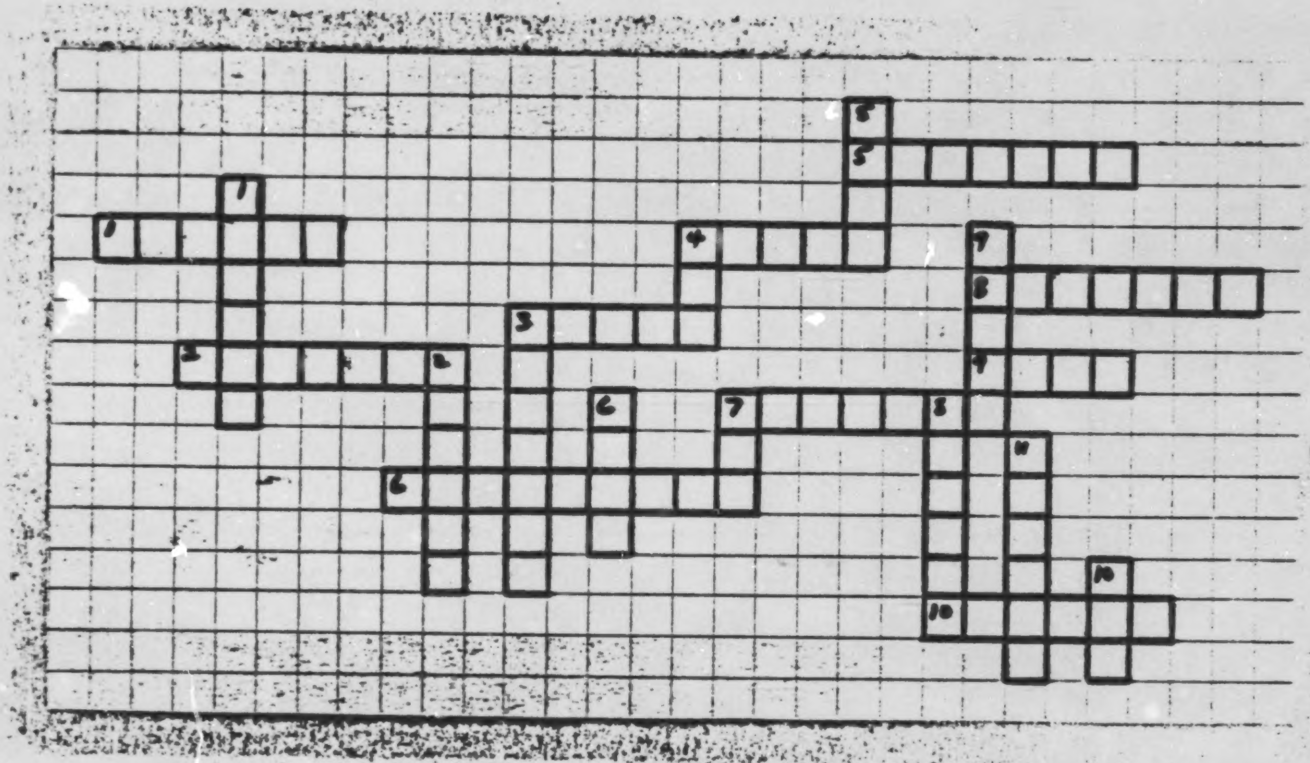
Station I - Activity

The crossword puzzle is one kind of activity you can develop to encourage your student to use dictionary skills. Encourage your student to complete the puzzle using 1) his own knowledge of the words 2) notes from the class 3) his dictionary.

You can also ask a student to make up his/her own puzzle at home using 1) words from class 2) notes or 3) a list you have prepared

Try the following puzzle yourself!

CROSSWORD PUZZLE
SYNONYMS



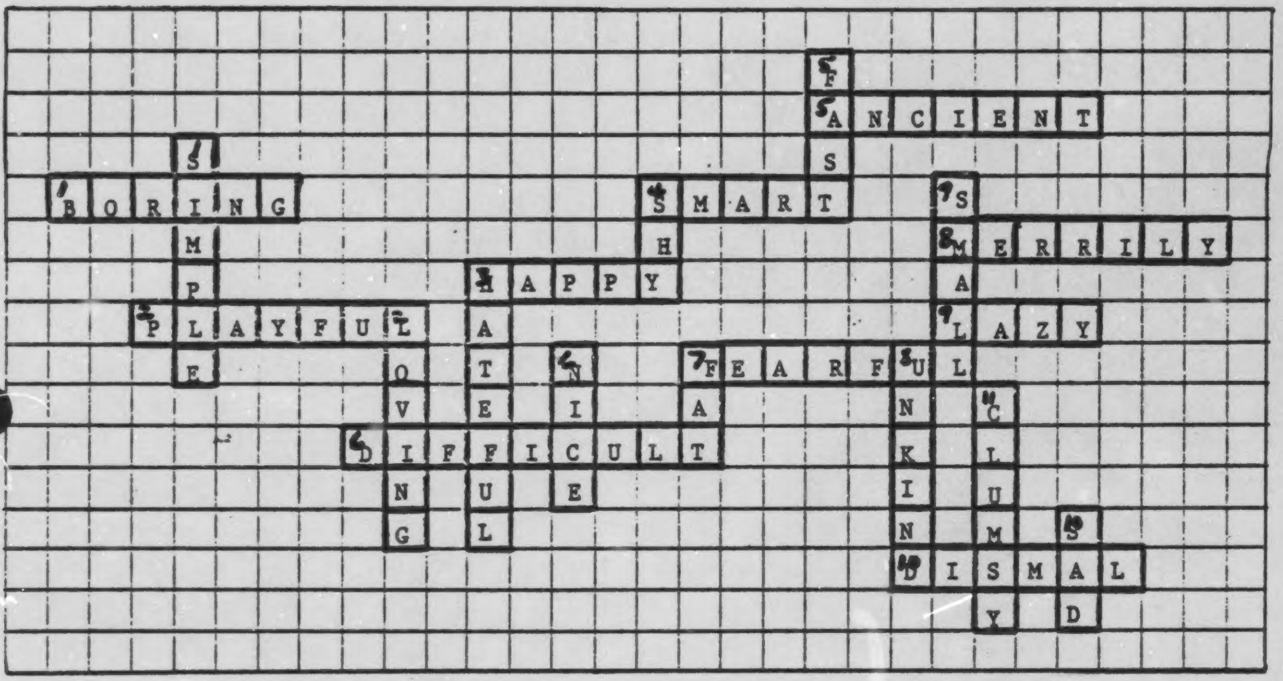
Across

1) tiresome
2) funloving
3) contented
4) intelligent
5) old
6) complex
7) apprehensive
8) gayly
9) slothful
10) gloomy

Down

1) uncomplicated
2) affectionate
3) malicious
4) timid
5) quick
6) pleasant
7) obese
8) mean
9) little
10) mournful
11) awkward

Answer to Puzzle


5 FAST
5 ANCIENT
1 SIMPLE
1 BORING
4 SMART
4 SHY
9 SMALL
8 MERRILY
3 HAPPY
3 HATEFUL
2 PLAYFUL
2 LOVING
9 LAZY
6 NICE
7 FEARFUL
7 FAT
8 UNKIND
11 CLUMSY
6 DIFFICULT
10 SAD
10 DISMAL

TR7-E

Station II - Handout

Identifying the Main Idea

Many hearing impaired students have serious reading problems. These problems are directly related to their hearing loss. Most of us hear words repeated thousands of times before we learn to use them ourselves, and words are only a part of the English language. Sentence structure and word order, the unending number of ways words can be changed and sentences formed, make the task of learning language an enormous one. But what if we didn't hear those thousands of repetitions. The difficulty of the task becomes much more difficult. The language learning problems of a hearing impaired person has naturally affected his/her ability to read.

TR7-F

Many students read a passage by trying to form a general impression of the meaning by reorganizing some of the words and ignoring the rest. Because of this reading tactic, their comprehension is very poor. Still other hearing impaired students read along trying to understand each word individually. They become more and more overwhelmed with each sentence and paragraph.

One way a tutor can help his/her student improve comprehension is by focusing on the main idea of a brief passage.

Before asking the student to read, the tutor should form a question about the passage which, when answered, reflects the main idea. Ask the student to decide what the answer to this question is while they read. After the student has read the passage and answered the question, the tutor can ask how he/she arrived at that particular answer. Tutors can gradually move from this approach to asking the student directly about the main idea of a passage.

The tutor's goal is to eventually have students initiate the questioning process independently as they read.

Station II - Activity

1. What is the most important thing about running to the author of the following paragraph? Note: this is an example of a more structured comprehension question

My attraction to running is not due to the usual benefits of this type of exercise. The sweat, swollen joints, sore muscles, stomach cramps, and pure exhaustion don't hold an intense fascination for me. I started running about 6 years ago when my friend Niti and I decided that we needed to lose some weight and get our bodies into shape. We headed for the high school track, carefully dressed in the proper running attire (shorts, T-shirts and running sneakers, or sweat suit and sneakers, depending upon the weather), and began to warm-up for the big run. We would daintily stretch a few limbs as we gabbed about this and that, always much more interested in the state of our conversation, than in the physical state of our bodies. We decided that we should start our new exercise program by running a mile slowly, and then working our way up to two, three, and then five miles as our stamina increased. We continued to converse as we ran. We rationalized that silence would only allow our minds to become occupied with the aches and pains of our bodies. Running seemed to stimulate our minds for better conversation. It's now six years later, we're still talking and laughing and still only running a mile.

2. What is the main idea of the following paragraph? Note: This is a more open-ended question.

The University of Virginia is a unique campus. Thomas Jefferson, who designed the University, supervised its construction from his nearby home, Monticello. Jefferson took into consideration all the needs of the University's faculty and student body. The University's central architectural feature is the Rotunda, a magnificent, round, pillared building. On either side of the Rotunda are the Pavilions where the professors lived and held their classes. Between these Pavilions are student bedrooms. The Pavilions were built with wooden trellaces in front of the windows, to keep the cows and other animals which were kept on the lawn from sticking their heads through the Pavilion windows and interrupting classes during the summer time. The animals provided the university with some of its meat and dairy needs. The students also tended vegetable gardens on the lawn. Thomas Jefferson succeeded in making a self-sufficient community of his university.

Station III - Handout

Using Table of Contents, Chapter Titles, and Sub-headings

Table of contents, chapter titles, and sub-titles in texts are helpful for locating information and for getting the main idea before beginning to read. Sub-headings and chapter titles also help to orient a reader to the subject matter. When a student is doing an assignment involving questions based on information from a text, sub-headings help him find the answers. Table of contents and chapter title are especially beneficial when doing a research project or writing an essay. Chapter titles and sub-titles help the reader comprehend a passage by creating a pause in the flow of language and giving important information about what is to come. Students who learn to use these tools add purpose to their reading.

Ways to use chapter titles and sub-titles in tutoring sessions include:

- Ask your student to predict three things that might be found under a particular sub-title.
- Ask your student to recall what they already know about the subject suggested by the sub-title.
- Ask your student to generally locate some information based strictly on the sub-titles. ("Under what sub-title do you think you would find volcanoes?")
- Locate information for homework assignments or research papers based on chapter titles and sub-titles.
- Reminding the student that sub-titles are subordinate to chapter titles. This means that their predictions of what content might be under the sub-title must also fit with the chapter title.
- Sometimes sub-titles follow a sequence of events, particularly in history texts. Encourage the student to predict what may occur next based on his knowledge of the events thus far and upon the sub-titles.

Station III - Activity

Try a few of these uses for chapter and sub-titles:

1. The chapter title is "Nocturnal Animals" Write down three things you associate with that title.

2. The sub-title is "Training your Turtle." Predict what might be under that sub-title below in writing.

3. The sub-title is "Cumulus Clouds." Draw a picture showing what you already know about this type of cloud.

Station IV - Handout

Sequence of Events

Authors use a variety of techniques when relating a sequence of events. Frequently, events are not described in the actual order that they occurred. This can be difficult for anyone to unravel but particularly difficult for someone with a language problem.

The following technique is helpful to use if your student is reading a book with a confusing plot sequence. Try it yourself by reading the attached paragraph entitled "Saturday Night." Without referring back to the paragraph, number the following events in the order that they actually took place that night. Now look back through the paragraph to see how close you were. The correct responses are also written upside-down under the paragraph.

Drinking chocolate
Miniature golfing
Ten a.m. Sunday morning
Bowling
Debate about what to do Saturday night
Vino's for pizza
Stop at the mall
Practice at the driving range
Play ping-pong and gin

Station IV - Activity

I could hardly open my eyes when the alarm rang at ten on Sunday morning. I was so tired! Why had I stayed up until five A.M.? Nancy and I had started the evening with a debate over whether we would go miniature golfing or bowling. We decided that since it was such a nice evening we would go golfing. But before golfing we stopped off at the mall for Nancy to buy a purse. There were only four people at the golf course and we were two of them. I had a great time even though I scored 110. After some practice at the driving range, we headed for some -Vino's pepperoni pizza and then home to play ping-pong and gin. While on our fifth hand of gin, we began to wonder if it was too late to go bowling. After all, it was only 11:30. At four in the morning, we found ourselves with two other friends in a local restaurant, drinking chocolate milkshakes and discussing our bowling scores.

Correct Responses:

1. Debate about what to do
   Saturday night
2. Stop at the mall
3. Miniature golfing
4. Practice at the driving range
5. Vino's for pizza
6. Play ping-pong and gin
7. Bowling
8. Drinking chocolate
9. Ten a.m. Sunday morning

Role Play Situations

Role Play #1 - (Have seventh grade math book available) You are tutoring a hearing impaired student for seventh grade General Math. This is the beginning of your sixth session with the student. Diagnose the student's needs for this session using open-ended kinds of questions.

Role Play #2 - (Have notes of the four basic food groups available) You are tutoring a hearing impaired third grader in Health. You have already discovered that he does not understand what the four basic food groups consist of or why eating from each of the groups daily is important. Teach this concept to the student, asking questions as you go to assess his understanding.

SESSION VII

TUTORING STRATEGIES AND TECHNIQUES

Trainer Information

The objectives for this training session are:

1) Trainees will become aware of how to clarify procedures so that the student knows what is expected of him/her when producing a special project, writing a research paper, or general assignments in the class.

2) Trainees will practice restating difficult vocabulary and complex syntax from student texts.

The necessary materials and advance preparations include:

- make a transparency using Transparency Master 3
- review Trainer Resource 9
- ask trainees to bring one of their student's textbooks to this session
- obtain an overhead projector

A training guide, transparency master and trainer resource follow.

Training Guide

The following are suggested training techniques and timelines for Session VII.

INTRODUCTION
(5 minutes)

1. Review the training objectives for this session.
2. Answer any questions that have arisen since the last session.

ACTIVITY
(30 minutes)

1. Break trainees into groups of four or five to discuss their practice tutoring experiences thus far. (By this time they should have met with a student for practice tutoring at least four times.) Ask that they each discuss their experiences in the following areas:
   - communicating with their student
   - understanding subject matter
   - using tutoring techniques being taught in the workshops, i.e., diagnosing student's needs, restating difficult language, study skills, helping prepare student for tests, outlining, etc.

- establishing rapport

2. A group leader should be identified and asked to record some of the more interesting problems and successes.

3. Encourage group members to help each other out by suggesting approaches to some of the problems that are being encountered.

4. Allow 15 minutes for group discussion and 10 minutes for the leaders to present their information to the rest of the trainees.

LECTURE
(15 minutes)

1. Using Trainer Resource 9, present a lecture on the tutoring technique of "Clarification of Assignment Procedures."

LECTURE
(10 minutes)

1. Using Transparency 3 - Planning the Project, discuss how a tutor can help a student set up a sequential plan for the completion of a project.

2. Point out that this is only a sample plan and that tutors will need to develop new plans with the student for each project.

3. Older students should be encouraged to develop their own plan of action. Younger students may need more assistance.

BREAK
(10 minutes)

ACTIVITY
(30 minutes)

1. Review the technique of restating difficult language as covered in Session IV. Ask what techniques they would use to simplify language (visual aids, shorter simple sentences, avoid symbolic language, etc.) Write these suggestions on the board.

2. Ask all of the trainees to identify a passage from the student text they brought with them introducing or describing a difficult concept. The passage should be no longer than two paragraphs. Allow no more than 5 minutes for this part of the activity.

3. Break the group into pairs. Have partners exchange texts and rewrite the identified passages. Encourage them to illustrate or draw diagrams where appropriate. Move among the groups assisting the trainees as you go. Allow 15 minutes for this part of the activity.

4. Ask the partners to re-exchange texts and rewritten material. Trainees should then critique each other's efforts.

5. Reassemble the group. Ask trainees to discuss problems they had breaking down certain language. Also have them discuss success they felt their partner had with particular concepts.

DEMONSTRATION
(15 minutes)

1. Select two volunteers to role play the following tutoring session:
    - The tutor has already diagnosed that the student does not understand how a customer is billed on a credit card. This is being taught in his Consumer Education Class. The tutor is to teach this concept using the clearest simplest language possible.
2. Ask the "tutor" and "student" to switch roles and replay the situation.
3. Have the rest of the trainees discuss both tutors' approaches to the concept.
    - whether a visual aid was used; how it was used
    - the tutors' language
    - suggestions for other approaches

WRAP-UP
(5 minutes)

1. Review the training objectives
2. Answer questions

TRANSPARENCY MASTER 3

Planning a Project

Plan for a position paper

What to do first: Choose a topic.

Second: Get the teacher's approval [illegible] topic.

Third: Do some background reading [illegible] ip form my opinions.

Fourth: Write a general outline.

Fifth: Research the topic to find support for my opinions. Make note cards as I find articles and books. Keep track of titles and authors.

Sixth: Change outline to reflect new information.

Seventh: Write a rough draft.

Eighth: Reread and edit my work.

Ninth: Write the final draft.

Lecture: Clarification of Assignment Procedures

The term "Clarification of Assignment Procedures" is used to describe a specific tutoring technique. This technique is designed to aid students in identifying the process, procedures or components of an assignment. In addition to helping the student get a "handle" on the assignment, "Clarification of Procedures" will give the tutor the important information that he/she needs in order to help the student.

1. The first session after the teacher has introduced a new project is a good time to clarify procedures the student must follow to meet the requirements for project completion.
2. Hearing Impaired and English as a Second Language students frequently have trouble understanding these requirements since a lot of detailed information is being presented quickly.
3. First check to see whether the student is confused by asking him/her questions from the notes about the project requirements.
4. Tutors could ask some of these questions to diagnose whether the student understands project requirements.

- What percentage of his/her grade does this project or paper entail?
- What will their topic be?
- Does the topic need to be approved by the teacher?
- What were some topics suggested by the teacher?
- How long should the project be?
- When is it due?
- Are there specific questions that need to be answered with this project? If so what are they? (Find out whether these questions are understood clearly.)

- What approach will the student take to complete the project?

- If this is a research project, will the class be going to the library together to find sources of information or will the student need to go alone?

- Are footnotes required? If so ask the student to explain footnotes and the form required by the teacher.

5. If your trainees are notetakers as well as tutors in the class this becomes a fairly easy process, because they attend class daily and have heard the teacher give the assignment.

6. If however, your trainees will be tutoring but not notetaking in a class, the tutor can do one of two things to assure that accurate information on the requirements for tests and projects is available.

    1) The tutor or student may ask another student to write down a detailed description of project procedures. This does not always work well. Students are often not aware of how detailed these notes should be.

    2) Tutors can also contact the teacher personally to find out procedural information. Older hearing impaired students should be encouraged to discuss procedural questions with the teacher.

7. Make the point that their student may also be confused about test procedure. Some of the same questions discussed above will help to diagnose this problem.

    - What percentage of your grade does this test involve?

    - When is the test?

    - How many questions are on it?

    - What material will the test cover?

    - What type of test is it? True/False, Multiple Choice, Essay, or Short answer?

8. Emphasize that when work begins on a special project it is the student's responsibility to do the work and the tutor's responsibility to assist by helping to organize the student's thinking.

Session VIII

THE USE OF VISUALIZATION TECHNIQUES

Trainer Information

The objectives for this training session are:

1) Trainees will understand why visualization techniques are helpful in the comprehension of new concepts.

2) Trainees will know how to utilize visualization techniques in tutoring sessions.

3) Trainees will be acquainted with a variety of questioning techniques to use while tutoring.

The necessary materials and advanced preparations include:

- make copies of Trainer Resource 11
- locate a picture for use during introduction to visualization
- make a transparency using Transparency Master 4
- plan and discuss role play to be used during introduction to visualization with one trainee

A training guide, a transparency master and trainer resources follow.

Training Guide

The following are suggested training techniques and timelines for Session VIII.

INTRODUCTION
(10 minutes)

1. Review objectives for this session.

2. Introduce visualization as a technique to help hearing impaired students recall and understand information.

   - Ask someone to recall who was in the panel discussion at the first training session and where each person was sitting.
   - Ask if someone can recall what one of those persons was wearing. (Possibly draw a sketch of this information on the board.) Fill in as many visual details of the event as possible.
   - Ask by what process they recalled who had taken part in the discussion and other visual images.

- Explain that storing pictures in one's mind or visualization is an effective device to assist the memory.

- Visualization also helps a person remember a series of events. (Insert an example from personal experience.)

- This same technique of painting a mental picture helps students understand and recall information about the use of tools, events in a story, and the process of scientific experiment.

ACTIVITY
(10 minutes)

1. Select a volunteer to assist in this activity. Other trainees may "participate" from their seats.

2. Give the volunteer the following directions:

    - I am going to show you a picture for 10 seconds. I would like you to notice as many details as possible.

3. Using a picture which you have already selected for this activity, display it, for a slow count of 10.

4. Ask the volunteer to recall as many visual details as possible.

5. Record his/her responses.

6. Explain that if this kind of activity were repeated several times the student's ability to visualize and recall would increase.

ACTIVITY
(10 minutes)

1. Locate the Paragraph for Visualization in Trainer Resource 10.

2. Select another volunteer and ask them to read the descriptive paragraph silently.

3. When they have finished reading, ask them to draw a sketch of what they have read.

4. Display the sketch to the rest of the group and read the paragraph aloud so that they can compare.

5. Explain that reading comprehension relies to large extent upon the reader's success of visualizing a place, person or series of events.

6. Explain that visualization is particularly important to hearing impaired students who do not have access to clear auditory memory.

ACTIVITY
(20 minutes)

1. Divide trainees into pairs and distribute copies of Trainer Resource 11.

2. Allow 20 minutes for completion of the activities.

DISCUSSION
(10 minutes)

1. Discuss the results of the practice activities.

2. Ask for suggestions of other ways in which this technique could be used.

BREAK
(10 minutes)

LECTURE/
DISCUSSION
(20 minutes)

1. Review questioning techniques introduced in Session VII. You may wish to ask trainees the following:

    - Why is it important to use certain kinds of questions and not others?

    - During Session VII, what kinds of questions did we find were the least helpful?

    - What are examples of questions that would involve the student in the tutoring session?

2. Using Transparency 4 - Types of Tutoring Questions, discuss each question separately by sliding a piece of paper down the transparency as you examine each one.

    - Ask whether the question draws a maximum amount from the student.

    - If it is decided that a particular question is poor, ask trainees to suggest an alternative.

    - Cross out the poorly worded question and write the alternative below it on the Transparency.

3. Remind trainees that the student should be the focus of the tutoring session; the student should be doing the work. Therefore, questions should be designed to encourage the student to think, to infer, to respond, to puzzle his way toward an answer.

LECTURE/
DISCUSSION
(10 minutes)

1. Briefly glance back over the list of questions on your transparency. Ask the trainees to note what is similar about those questions which they decided would be best for a tutoring session. You may get comments like:

    - The "Why", and "How" questions would tend to draw out the student the most.
    - "What" questions generally ask for specific answers.
    - The "do", "is", and "are" questions require only yes or no answer.

2. Make the point that questions should also be designed to work in a series from the most to the least familiar content. Trainer Resource 12 is an example you may wish to use on a hand-out or transparency to illustrate what you mean by questions in series.

ROLE PLAY
(15 minutes)

1. Select two volunteers and designate one as "student" and the other as "tutor."
2. Using the topic - Planets in our solar system - the Tutor is to build a series of questions which will a) involve the student in the session and b) become progressively more difficult. Allow 5 minutes preparation.
3. Conduct the role play and ask two other volunteers to record the "tutor's" questions.
4. Discuss the questions following the role play..
5. Select two new volunteers (or have original volunteers switch roles) and conduct the role play again. Use the topic - The Revolutionary War.
6. Discuss "tutor's" questions as before.

WRAP-UP

1. Review the main points of the session.
2. Answer questions.

Types of Tutoring Questions

1 - Do you know how to multiply fractions?

2 - What is 5% of 50?

3 - Name some places where fossils can be found.

4 - Would you define evolution?

5 - Does analogous mean "the same as"?

6 - What is an analogous organ?

7 - What is the difference between a vocation and an avocation?

8 - Did you understand what homologous organs are?

9 - Explain the characteristics of a homologous organ.

10 - What is one vestigial organ in humans?

11 - How many planets are in our solar system?

12 - Are fossils preserved in the sea?

13 - How do scientists know where to look for fossils?

14 - What do the acorn Woodpeckers feed to their young?

15 - How do you know that the fraction 1/2 is bigger than 1/4?

16 - What continent do most lions come from?

17 - What do lions eat?

18 - How were the martial arts developed?

19 - Does the steel industry employ the most people in the U.S.?

20 - Where did Darwin do his study of the Finches?

Paragraph for Visualization

The shack looked about five feet tall from the other side of the road. But maybe that was because of the lilac bushes blooming blue on either side of the doorway. It seemed to have been painted white at one time in its long history, but now old weather soaked wood gave the shack an air of belonging deep in some piney woods. A bark covered door stood open to chance visitors. Green and white gingham curtains drifted gently in and out of two windows. Someone was home.

Visualization Activities

Note to trainer:

This resource contains directions and materials for the visualization activities referred to in the training guide. Each trainee should receive a copy of the resource.

Divide trainees into pairs and arbitrarily assign roles as "tutor" or "student." Ask them to follow the directions for the completion of Visualization Activities 1 and 2. They will have 20 minutes in which to complete both activities.

Visualization Activity I

"Tutor" Directions

1. Give your "student" the following instructions:

    - I am going to show you a picture for 15 seconds. I would like you to notice as many details as possible.

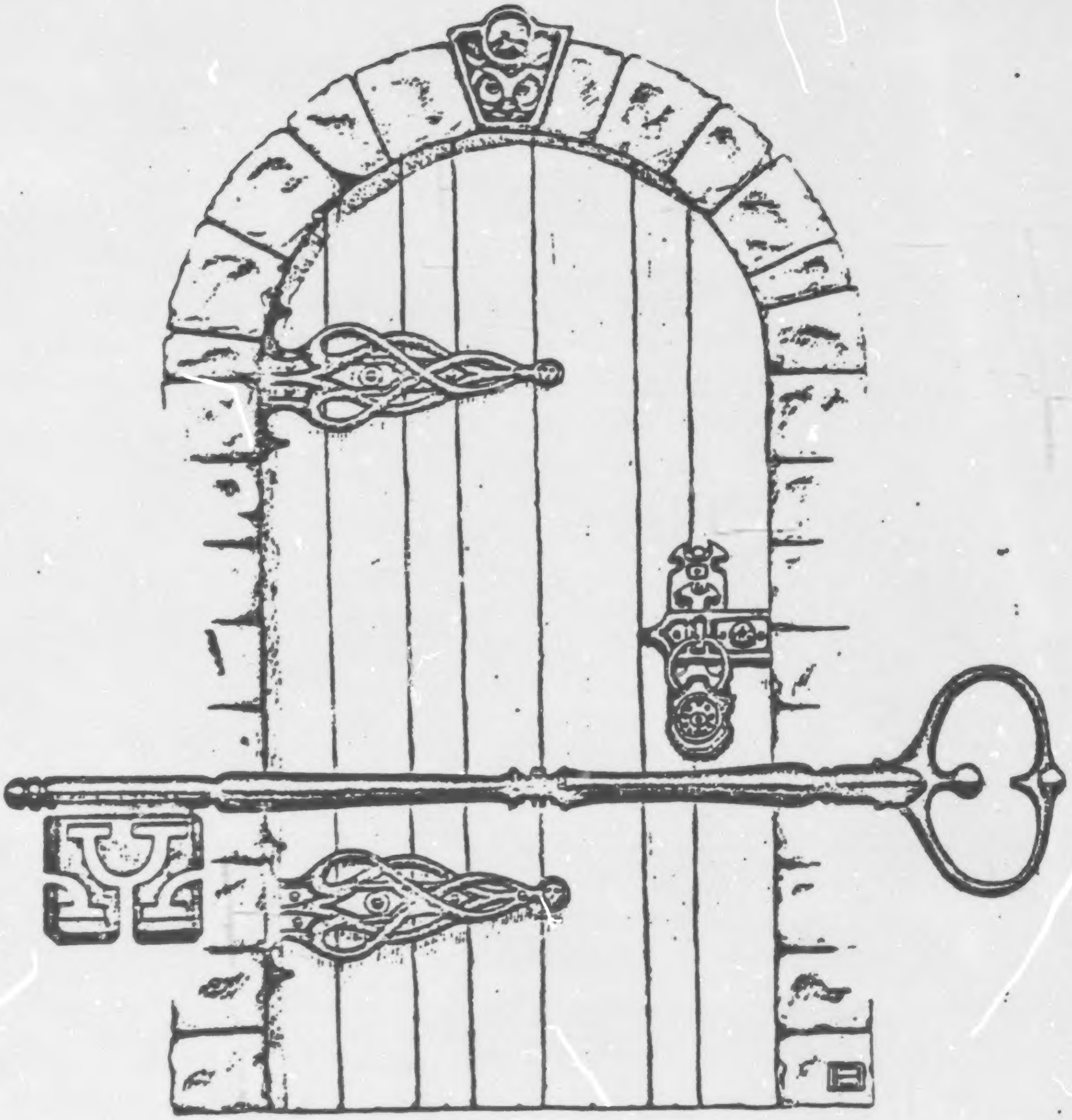
    - Try to resist the temptation to memorize details by saying words to yourself. Instead, try to create a visual image.

2. Show Visualization Picture 1 to the "student" for a slow count of 15.

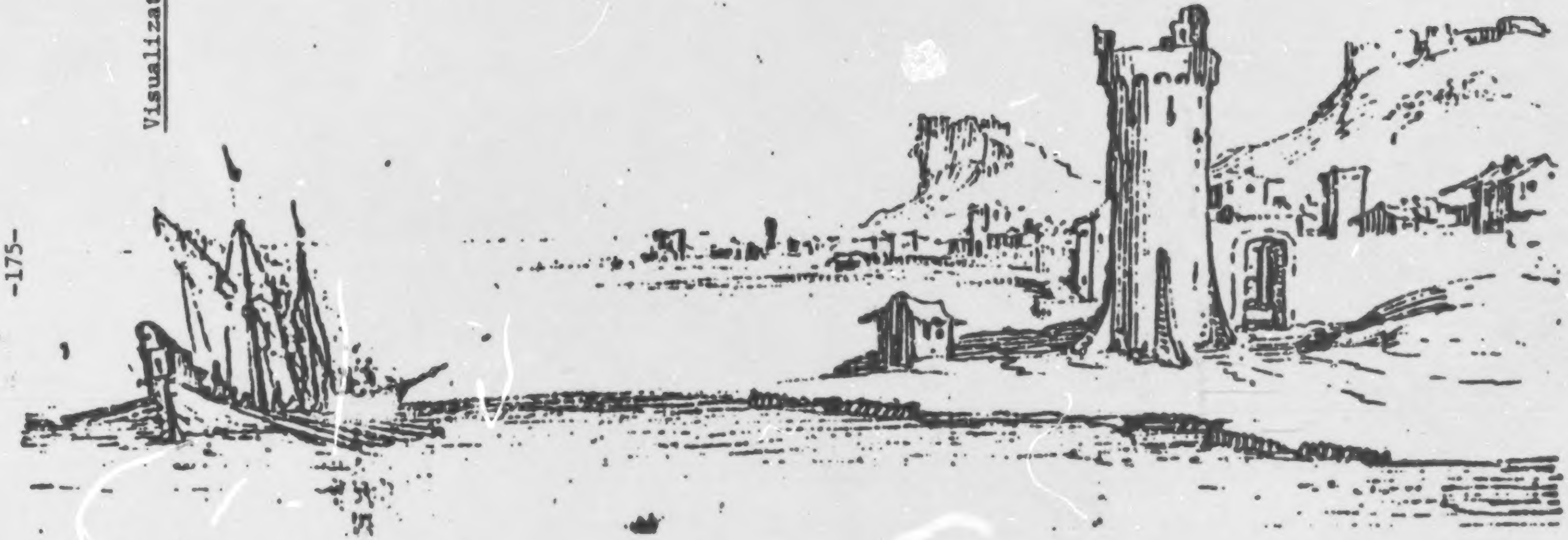
3. Remove the picture and ask the "student" to describe what he has seen. Write down his/her responses.

4. Follow the same procedure using Visualization Picture 2.

Visualization Picture 1



Visualization Picture 2



Visualization Activity 2

Note: Please switch roles from Activity 1. "Tutors" should now be "students."

"Tutor" directions:

1. Ask your "student" to read the *Visualization Paragraph: Penn Central*. Ask him/her to make a mental picture as he/she reads.
2. After the student has finished reading, ask him/her to draw a rough picture of "Jim."
3. Ask the student to describe his/her picture, indicating some of the colors of "Jim's" clothing.

Visualization Paragraph: Penn Central

Jim stood in a corner of the bustling station peering at the colorful crowds through bleary eyes. A crumpled straw hat sat on top of limp sandy hair that straggled down to his shoulders. Cracked stained fingers occasionally plucked at a loose jacket button. The brown polyester jacket partially covered a white T-shirt. Carefully, Jim lowered his body to a sitting position and exposed a raggedy pair of socks, one blue and the other purple.

Example of Questions in a Series

The following is a sample dialogue between tutor and student.

Tutor: Where did Darwin grow up?
Student: England.

Tutor: When did he live?
Student: During the 1800s.

Tutor: What was Charles Darwin most famous for?
Student: His theory of evolution.

Tutor: What journey did he take that helped him develop his theory of evolution?
Student: He went to the Galapagos Islands.
Tutor: What did he find when he arrived there?

As the student becomes more involved in the discussion, additional questions could include:

- Describe the islands for me.
- Show me where they are located on this map.
- What kinds of animals were there?
- How did these animals influence Darwin's theory?
- What response did people in England and the U.S. have to his theory?
- Why didn't they like it?
- How do people feel about his theory today?
- Why have people's attitudes changed?

SESSION IX

USING TUTORING LOGS

Trainer Information

The objectives for this training session are:

1) Trainees will understand how to use the tutor logs.
2) Trainees will know when meetings can be scheduled with the support service coordinator.
3) Trainees will be acquainted with sign language classes being offered in their area.
4) Trainees will know what students they will be tutoring.

The necessary materials and advance preparations include:

- Prepare notebooks with sufficient copies of Handout 12 - Tutor Log for one semester
- Prepare and duplicate a sheet describing sign language classes and programs in your area
- Make copies of Handout 13
- Decide which days you will use for supervision so that trainees can set up regular meetings with you after their tutoring schedule is established
- Pair tutors with students and have this information available for tutors during this session. In order to accomplish this you will need to take into account the following factors:
    - The amount of time the tutor can spend.
    - The communication skills of tutor and student.
    - The tutor's knowledge of the subject matter.
    - If the tutor is an adult volunteer, distance from the tutor's home to the school becomes a factor.
    - The amount of time the tutor has to prepare for sessions.

A training guide and handouts follow.

Training Guide

The following are suggested training techniques and timelines for Session IX.

INTRODUCTION (5 minutes)	1. Review the objectives for this session 2. Answer any questions trainees might have
ADMINISTRATIVE PROCEDURES (15 minutes)	1. Distribute notebooks containing copies of Handout 12 - Tutor Log 2. Explain that the log will help tutors keep track of what they have accomplished at each session 3. Log can be helpful during supervision meetings with the support services coordinator 4. In the log, tutors can make notes of problems to discuss with their supervisor 5. Log can be helpful in setting new goals for the student 6. An entry should be made after each session
LECTURE (20 minutes)	1. Tell the trainees which students they will be tutoring, their address, the course, and name of the teacher. Include the name of the special education teacher working with the student if there is one.

2. Encourage the trainees to make contact with the teacher. Review the procedure for explaining their role to the teacher.

3. Remind them of the letter informing the parents of their work with the student.

4. Encourage them to meet with the special education teacher to help them establish a tutoring schedule.

LECTURE
(5 minutes)

1. Tell trainees which days of the week you will be supervising them

2. Ask them to call you when their own tutoring schedule is established so that you can set up a monthly meeting

3. Distribute copies of Handout 13 - Tutoring Skills Checklist and explain that you would like to use it as the basis of your monthly supervisory meetings with them

4. Remind trainees that you are available if they have questions or emergencies

5. Explain that you will be observing their tutoring sessions every two months at mutually agreeable times

LECTURE
(10 minutes)

1. Hand out descriptions of sign language programs and classes in your area

2. Explain what you know about each program

3. Make recommendations about the sign system used by your program

4. Encourage tutors to increase their sign language skills

BREAK
(10 minutes)

ACTIVITY
(40 minutes)

1. Divide trainees into two groups. Give them the following instructions:
    - Create a 7-10 minute skit entitled "The Super-Duper-Tutor"
    - Use all the members of your group
    - Show some of the problems a tutor can encounter. These could be confrontations with parents, teachers, student, administration, etc.
    - Show how the tutor solves these problems
2. Allow 20 minutes for preparation
3. Have each group perform for the other. Limit performances to 10 minutes at the most.
4. Discuss some of the most creative solutions that were depicted in the skits

WRAP-UP
(5 minutes)

1. Answer any last minute questions

Tutor Log

Tutor's name ______________________________

Student's name ______________________________

Date ____________________ Subject ____________________

Session Goals: ______________________________

____

____

Describe the tutoring activity: ______________________________

____

____

____

Comment on Student Performance: ______________________________

____

____

____

Plans for next session: ______________________________

____

____

____

HANDOUT 13

Skills Checklist

(Tutoring Techniques)[1]

Tutor ______________________ Student ______________________

Course ______________________ Date ______________________

1. How effective is the rapport you have developed with your student(s)?	negative	1	2	3	4	positive
2. Is the student becoming more independent or less independent of you and your services?	less	1	2	3	4	more
3. How effective are your communication skills?						
Expressive	poor	1	2	3	4	excellent
Receptive	poor	1	2	3	4	excellent
4. How effective are you at using visual aids (books, diagrams, pictures)?	poor	1	2	3	4	excellent
5. How often do you use praise and encouragement when the student performs well?	never	1	2	3	4	very often
6. How often do you punish incorrect answers (verbally or by a disappointed facial expression)?	very often	1	2	3	4	never

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[1] Osguthorpe, Russell, T., The Tutor/Notetaker, The Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C., 1980, p.36.

		1	2	3	4
7.	How competent do you feel at handling incorrect responses or poor performance?	incompetent			competent
8.	After each tutoring session, how often do you fill out a Tutor Log?	never			always
9.	How confident do you feel in your ability to determine the student(s) instructional needs?	unconfident			confident
10.	How frequently do you have contact with the classroom teacher?	weekly			never
11.	How often do you meet with special education teachers?	weekly			never

CHAPTER IV

EDUCATIONAL INTERPRETING

THE EDUCATIONAL INTERPRETER

The goal of this chapter is quite different from the two preceding chapters. Notetakers and Tutors can be well trained in a relatively short time by the support service coordinator. Training interpreters, however, requires far more time, resources and expertise. Trainers need a large group of trainees from which to choose the best interpreters for further skill development and must expose them to a number of signing and interpreting methods. Trainees must also be provided opportunities for extensive practice.

This chapter, therefore, rather than presenting a specific training program for educational interpreters will discuss the issue in more general terms and will provide alternative strategies for you to use rather than running your own workshops.

To assist you in locating well qualified interpreters, this chapter begins with a list of training programs (located in the Northeastern U.S.) which are certified by the Registry of Interpreters for the Deaf (RID).

Unfortunately the RID has not established guidelines for educational interpreters and so general information on the role of an educational interpreter is also provided in this chapter. Other areas of concern discussed briefly are: 1) choosing a sign language system, and 2) assessing and improving interpreting skills. The chapter ends with a bibliography of: 1) reading and reference materials on sign language systems, interpreting, and hearing impairment, and 2) a unit to use in training hearing impaired students to use interpreters.

NORTHEASTERN

INTERPRETER TRAINING PROGRAMS

Certified by Registry of Interpreters for the Deaf - Hartford, Connecticut

CONNECTICUT

Contact: Barbara Brasel, Coordinator
Connecticut Commission for the Deaf
Interpreter Training Program
44 Woodland Avenue
Hartford, CT 06105

DISTRICT OF COLUMBIA

Contact: Paula Ottinger, Coordinator
Gallaudet College
School of Communication
Interpreter Training Program
Kendall Green
Washington, DC 20002

ILLINOIS

Contact: Sally A. Koziar, Coordinator
Waubonsee Community College
Interpreter Training Program
Rt. 47 & Harter Road
Sugar Grove, IL 60554

MASSACHUSETTS

Contact: Northern Essex Community College
Interpreter Training Program
100 Elliot Street
Haverhill, MA 01830

MICHIGAN

Contact: Lindalee Massoud, Coordinator
Mott Community College
Interpreter Training Program
1401 East Court Street
Flint, MI 48503

NEW HAMPSHIRE

Contact: Laurie Swabey/Andrew Keith, Coordinators
Merrimack Valley College
Interpreter Training Program
Hackett Hill Road, RFD #4
Manchester, NH 03102

NEW HAMPSHIRE

Contact: Patricia Stawasz, Coordinator
New Hampshire Vocational Technical College
Interpreter/Tutor Training Program
Hanover Street Extension
Claremont, NH 03743

NEW JERSEY

Contact: Eileen Forestal, Coordinator
Union College
Interpreter Training Program
1033 Springfield Avenue
Cranford, NJ 07016

NEW YORK

Contact: Margaret Ransom, Coordinator
LaGuardia Community College
Interpreter Training Program
31-10 Thomson Avenue, E-308
Long Island City, NY 11101

OHIO

Contact: Karen Turner, Coordinator
The University of Akron
Handicapped Services:
Interpreting for the Deaf
Akron, OH 44325

Contact: Linda S. Baine, Coordinator
Cleveland State University
Interpreter Training Program
Department of Speech & Hearing
1983 East 24th Street
Cleveland, OH 44115

Contact: Janet Dobecki, Coordinator
Sinclair Community College
Interpreter Training Program
550 E. Spring Street
Columbus, OH 43216

Contact: Doris J. Miller, Coordinator
Sinclair Community College
Interpreter Training Program
444 West Third Street
Dayton, OH 45402

PENNSYLVANIA

Contact: Eve West, Coordinator
Community College of Philadelphia
Interpreter Training Program
34 South 11th Street
Philadelphia, PA 19072

Role of an Educational Interpreter

The educational setting demands that an interpreter be flexible within carefully prescribed limits. Flexibility is required because of the variety of interpreting settings, the language abilities of the students and differences among classroom teachers in their approaches to teaching and to the interpreter.

An educational interpreter may be called upon to use his/her skills in a number of settings such as platform interpreting during assemblies, interpreting lectures, classroom discussions, and student-to-student conversations. An interpreter must be flexible enough to change from a relatively casual to exacting platform manner.

Hearing impaired students needing interpreting services have different educational and language needs. Interpreters should be aware of the language level of their student population and gear the syntactic and semantic transmission of information accordingly.

Interpreters may need to change roles when necessary. They may be public relations representatives for the program one day and the school resource person on deafness another. They will probably find themselves acting as a liaison between special and regular education programs and may even function as a trainer giving instruction to deaf students on how best to use an interpreter.

Educational interpreters may find differences in their roles from class to class or teacher to teacher. One elementary class may be structured with enough individual seat work to leave the interpreter time to act as an aide, helping out where needed. This could encourage the hearing impaired student toward greater independence and develop a smooth relationship between mainstream and special education teachers. Another teacher may feel intimidated by the presence of an interpreter. In this case the interpreter would want to remain as unobtrusive and non-threatening as possible. Change in teacher and class attitude can bring about a change in the interpreter's role as the year progresses. Flexibility is one key to doing the interpreting job well.

Clear limits and goals form the basis for a professional approach to the educational interpreter's varied roles. The mainstream teacher needs to be aware that the interpreter's primary responsibility is to facilitate communication between the deaf student and hearing persons around him/her. It should be made clear when and if the interpreter will be free to assist the teacher or other students. An interpreter should resist the tendency to become "one of the class." Wearing a smock helps to identify and separate the interpreter from the class and teacher. The interpreter should work with the hearing impaired student and classroom teacher to find a location with good lighting, a clear view of the teacher, interpreter, and blackboard. In order to work smoothly with a mainstream teacher, the interpreter should attempt to be as inconspicuous as possible and never challenge the teacher's authority in or outside of the classroom.

In terms of his/her responsibilities to the students, the interpreter must be careful to faithfully transmit information according to the content and spirit of the speaker/signer without interjecting personal comments or advice. An interpreter should do all that she/he can to decrease or eliminate student dependence. This means, of course, that the interpreter's goal is to work himself or herself out of a job. It is the student's responsibility to answer questions, complete assignments, and address questions to the teacher. An interpreter should not intercede when the student initiates or responds independently to other students. Although a system for passing course content information to the special education teacher should be established, personal comments between students should remain confidential.

Finally, a major part of the educational interpreter's job is to increase his/her knowledge of class subject matter and upgrade his/her interpreting skills by attending professional workshops, conventions, classes and by utilizing other resource materials such as books, audio, and video tapes.

Informing Teachers, Parents, and Students of the Interpreter's Role

It should become part of the special education teacher or interpreter's duties to inform parents, students and classroom teachers of the interpreter's role. Parents need to understand that the responsibility for their child's success rests on the student's shoulders and not with the interpreter. They will also be interested in how it was decided that an interpreter should accompany their child to class and how the interpreter can foster greater academic and social independence. Parents should be aware that questions about the course content and their child's progress are best answered by the teacher, not the interpreter.

The special education teacher and interpreter can work together to train the student in how to use an interpreter's services. Role playing and discussion are good ways to help prepare the student to adjust to a new classroom and interpreter. The student will work best with an interpreter if he/she realizes that all questions should be directed to the teacher. He or she should understand that the interpreter is in the classroom to facilitate communication but not to trouble shoot for him. The student will need to learn to speak or sign slowly and clearly when the interpreter is voicing for him. The student is also responsible for alerting the teacher when his seat or the lighting does not allow him to properly see the interpreter. In order for the student to be in control of this new situation he must not be allowed to shift responsibility for initiating communication with his peers or teacher to the interpreter. A unit for training students to use an interpreter is included as an appendix to this chapter.

General Hints for Using an Interpreter

TO THE TEACHER:

1. Speak slowly and clearly.
2. Pause occasionally to give interpreter time to catch up since he/she will usually be two or three sentences behind the speaker.
3. Provide well lit location with a chair for the interpreter to make it as easy as possible for the hearing impaired student to see the interpreter.
4. Allow the interpreter time to speak with the class about hearing impairment and interpreting before the student joins the class.
5. Do not address personal comments to the interpreter.
6. Do not let the interpreter answer questions for you or for the student.
7. Speak directly to the student when asking a question.
8. Relay course content information to the special education teacher through the interpreter.
9. Do not talk to the interpreter while he/she is interpreting.

TO THE STUDENT:

1. Speak or sign slowly and clearly.
2. Realize that the interpreter is usually two or three sentences behind the speaker or signer. If he/she is voicing for you, do not talk or sign too quickly for the interpreter to keep up.
3. Direct all of your questions to the teacher, not to the interpreter.
4. Make sure that the interpreter is interpreting everything --- discussion, comments from the back of the room, public address announcements, teacher's lecture, etc.
5. Allow the interpreter to voice for you, if you wish, but do not let him/her speak for you. Take control of the situation.
6. Do not speak or sign to the interpreter while he/she is interpreting.

Deciding upon a Sign System

Choosing a sign language system for your program is not an easy task. Questions immediately arise as to which system would serve your population best. Should it be ASL (American Sign Language), SEE I, SEE II, Signed English or a combination of English and ASL, more of a Pidgin Sign English approach? The following are several factors which need to be considered before finally opting for a particular system.

Availability of Training - Is extensive training in the chosen sign system readily available to parents and staff? Courses in sign language may be offered at a local college. Be sure, however, that the system you decide upon is actually being taught. Colleges or adult education programs generally focus on a Signed English or Pidgin Signed English approach. Courses in Ameslan or ASL are difficult to find and often lapse into Pidgin Signed English for the majority of class time unless the instructor is deaf and committed to teaching ASL.

Skilled members of your staff may be willing to conduct training in the chosen sign language system. If so, release time and compensation must be considered. Materials - texts, video tapes and dictionaries - will also be needed. Teaching aides of this type are available in some of the sign systems. Accessory materials for pre-school and elementary students can also be obtained in the Signed English system. A bibliography of sign language materials is listed at the end of this chapter.

Enlisting the aid of the deaf community around you is probably the best way for your staff, parents, and students to obtain a working knowledge of sign language. Attending social functions with hearing impaired adults and inviting deaf adults to teach or assist with sign language classes gives the participants the valuable experience of using sign language for the same reason as we use spoken English, in order to communicate.

Ease of Learning - Because hearing loss is often not discovered until after a child is two or three years old, valuable language learning time has already been lost. It is vital, therefore, that parents of young deaf children learn sign language quickly. It is also necessary that parents learn sign faster than their children so that they can remain one jump ahead of their child's language competence. This will enable them to present increasingly complex language to the child.

Learning a sign system which approximates English is certainly an easier task for parents and teachers. Hearing adults would need instruction in sign markers representing English affixes. They would also learn the formation of signs which parallel English words. The complex grammar and syntax of ASL would not be necessary. Parents could become competent signers in a relatively short time.

Review of Currently Used Sign Systems -

The following are brief reviews of the more popular sign systems in use today.

American Sign Language (ASL)

ASL is a language unto itself with its own distinct syntax and grammar. Naturally it requires a longer period of time for a hearing person to become fluent than would be required to learn an English sign system. Not all parents are willing to invest the amount of time and energy needed to become a skilled user of ASL. Few teachers of the deaf are fluent enough in ASL to use it exclusively in the classroom. Teacher training programs which emphasize a total communication approach generally offer courses in systems designed to represent English. Consequently extensive training in ASL syntax and grammar would be necessary for teachers and aides to use the system effectively in your program.

Students may find learning American Sign Language to be easier in some ways than learning a sign system which represents English. ASL is an efficient and naturally evolving visual representation of language. It makes sense visually, whereas English sign systems are contrived and relatively static. Frequently, students who are taught using a manually coded English system will learn and use a more Ameslan approach with their friends. Although, as Bornestein postuates "it is generally believed that very few adults who are not born of deaf parents become proficient in ASL."[1] Lack of contact with native ASL signers in the neighborhood, at home, in school, would make it difficult for children of hearing parents to become truly fluent users of the language.

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[1] Bornestein, H., Systems of Sign, from Hearing and Hearing Impairment, L. Bradford, ed., Academic Press, Inc., New York, 1979, pp. 333-361.

Seeing Essential English (SEE I)

Seeing Essential English (SEE I) is the largest of the three contrived systems discussed here. With a vocabulary of approximately 5,000 items, an extensive rationale, and a large number of affixes, the SEE I system can be rather cumbersome. SEE I designates "part" word signs and "root" word signs. "Part" and "root" signs are combined for many English words. Stringing signs together in this way slows the signers delivery to a speed considerably greater than the rate of speech. This causes many signer/speakers using this system to either drop signs or distort speech in order to speak and sign simultaneously.

Although efforts have been made to duplicate ASL base signs, many inventive SEE I signs have little or no relation to widely used signs for parallel concepts. Two volumes are available describing the Seeing Essential English (SEE I) system. Volume I explains how the system is used. Volume II presents 3,300 common vocabulary by word descriptions only. Training workshops and supplementary mimeographed materials are prepared on a limited basis.

Signing Exact English (SEE II)

Signing Exact English has greater acceptance in educational settings. A dictionary of 2800 signs has been developed with line drawings to illustrate formation of each sign. The SEE II approach is very similar to SEE I. Word signs and part signs are combined in an attempt to achieve a semantic and structural meaning closely resembling English. English word/sign order is retained. Signs are invented or initialized when there is no parallel existing sign. As with SEE I, the stringing together of signs places a heavy burden on the signer and watcher. It is difficult, if not impossible, to process the amount of linguistic information conveyed visually.

Signed English

Signed English is a system refined by Harry Bornestein and used extensively in residential and public schools. The Signed English vocabulary consists of approximately 2200 words. Entries in The Signed English Dictionary for Pre-school and Elementary Levels are accompanied by clear drawings of the signs. Teaching aides include posters, story books, and poems. Unlike SEE I and II, Signed English is intended for use strictly at the pre-school to elementary levels. English word order is used and fourteen sign markers represent plurals, past, -ing, participle, adverbial, adjectival, comparative, superlative, agent, third person singular, and "opposite of" prefix. Seven preferred markers are recommended for usage if all fourteen cannot be mastered. Signed English recommends combining only one marker with a base sign, this eliminates the tendency to string signs together causing an overload for signer and watcher. Invented signs follow the handshape, position, orientation and movement limitations imposed by ASL. Signed English does not duplicate English but attempts to combine many salient features of both ASL and English.

Which System Will Be Most Beneficial to Students?

Because total communication is a relatively new philosophy, research on the educational benefits of particular sign systems is limited. Bornestein has completed initial evaluations on young deaf children exposed to signed English since pre-school (American Annals of the Deaf, June, 1980 and Feb., 1981). These seem to indicate a gradual evolution of English syntax and structure in the childrens' language patterns.

The SEE I[1] has not achieved general usage in spite of its large vocabulary. SEE II[2], although used more widely, has not been researched sufficiently to indicate its effectiveness. Because of the lack of research on these contrived systems, one can only make judgements based upon the logic of the system, how it interfaces with ASL, and the needs of the deaf children in the program.

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[1] Anthony, D., Seeing Essential English, Educational Services Division, Anaheim Union School District, Anaheim, CA., 1971.

[2] Gustason, G., Pfetzing, D., & Zawalkow, E., Signing Exact English. National Association of the Deaf (NAD), Silver Spring, Maryland, 1980 Edition.

Certainly a case could be made for ASL as the chosen sign system for an educational program. As stated previously, ASL is a complete language. It is beautiful and highly expressive. It makes good visual sense. Overload for signer and watcher is not a problem since messages are conveyed efficiently. ASL makes excellent use of facial expression, gesture, positioning, and posture to refine meaning. ASL is an accepted language of the deaf community.

Using ASL in an educational setting has its limitations, however. Some of these were pointed out previously. ASL is highly complex and would be extremely difficult for parents to learn. The ASL vocabulary is not as large as that of English nor can ASL be written. Glossing ASL as English does not convey its true meaning. Since a hearing impaired child is surrounded by English and needs to learn to read English, if only for information, it would seem important that his initial language exposure be in a sign system which approximates English.

Should the same system be used throughout my program? - The needs of hearing impaired students vary greatly. Some students seem to succeed regardless of method while others fail after many options have been tried. Total communication is not a panacea. Even after a sign system has been carefully chosen, it remains necessary for staff members to determine when consistency is most important and when flexibility will benefit an individual student. Great efforts should be made to set a standard for sign usage. Hopefully, signs that are used in your program are those which are used on a nation-wide basis.

If a contrived English based system is used in your program, flexibility will be needed as students become more in command of English. As they grow older and English-fluent, many of the markers and function words could be dropped so that a Pidgin Sign English approach emerges. Woodward[1] has described Pidgin Sign

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[1] Woodward, J.C., Jr., Some Characteristics of Pidgin Sign English, Sign Language Studies, Gallaudet College Press, Gallaudet College, Washington, D.C., 3, 1973, 39-46.

English as a naturally occuring compromise between ASL and English. It enables hearing impaired signers who do not speak to communicate with hearing signers who do not know ASL. Using this approach as students grow older, would increase their signing speed.

What procedure should be followed when no sign exists for a particular concept? This problem frequently occurs as students grow past the limited vocabularies described in sign language dictionaries. First the question is, "Do other books or materials exist which describe more advanced vocabulary?" The answer is, yes. Several excellent sources of ASL vocabulary exist including A Dictionary of American Sign Language on Linguistic Principles (Stokoe, 1976), Ward's Natural Sign Language Thesaurus (Ward, 1979), and video tapes of standardized advanced sign vocabulary developed by Caccamise at National Technical Institute of the Deaf. Using a sign synonym while saying the English word simultaneously is an acceptable solution. Fingerspelling the new word is also acceptable. If a new word-sign is to be used frequently, and it seems appropriate to develop a new sign, parameters for sign development should be followed such as those described by Frank Caccamise. Signs developed in your program should adhere to the basic limitations in space, movement, orientation, and handshape imposed naturally by American Sign Language.

Factors such as availability of training, ease of learning, selecting a sign system and maintaining continuity in the sign system are crucial to your program. The decisions which you make will be affected by the nature of your hearing impaired students, previous use of sign systems in the program and overall philosophy. If you wish further information on specific sign systems, please refer to the bibliography.

Screening Potential Interpreters

There are several reasons why it is important to evaluate interpreters' skills. You will need to determine whether an applicant for the interpreter position is fluent in the system chosen for your program. Not all interpreters are good communication models for your students. You will want to know if all aspects of their sign formation are correct and their vocabulary extensive enough to interpret high school lectures. Speed and clarity are important factors. You will need to know if your interpreter is fast enough to keep pace with educational films while maintaining a clear, crisp delivery. You will need to make a determination about the interpreter's sign to voice skills. All of these factors will be important when it comes time to pair interpreters with students of varying ages and abilities.

A few procedures are helpful when assessing sign language skills. You may wish to begin by simply conversing with the applicant in sign language and then switch to a representative taped lecture which challenges the interpreter's speed, knowledge of the program's chosen sign system, and familiarity with difficult subject matter. Using video taping is an effective way to capture one applicant's skill on tape for comparison with other interpreting applicants. A video tape of one of your students signing or speaking will allow the applicant to demonstrate sign to voice or voicing over skills.

The process of evaluating applicants should focus on personal characteristics as well as sign language skills. Screening for intelligence, educational achievement level, and attitudes toward working with students give the support service coordinator indications as to the future success of the applicant. Some educational achievement tests which might prove useful are: the Otis Quick-Scoring Mental Ability Tests, the Stanford Achievement Test or Metropolitan Achievement Test.

The checklist which follows is designed to help you make a determination about the skills of potential interpreters.

Note: The checklist was developed with an English sign system in mind. It can easily be altered for interpreting in ASL.

Sign Language Skills Checklist

Signs - voice to sign	Poor					Excellent	Notes
1) signs parallel English concepts	1	2	3	4	5	6	
2) signs are precise	1	2	3	4	5	6	
3) signs are correct in handshape	1	2	3	4	5	6	
4) signs are correct in orientation	1	2	3	4	5	6	
5) signs are correct in movement	1	2	3	4	5	6	
6) signs are correct in position	1	2	3	4	5	6	
7) use of sign markers	1	2	3	4	5	6	
8) keeps pace with speakers	1	2	3	4	5	6	
9) numbers	1	2	3	4	5	6	
10) fingerspelling	1	2	3	4	5	6	
11) English word/sign order	1	2	3	4	5	6	

Checklist, continued

Facial Expression and Body Language - voice to sign	Poor					Excellent	Notes
1) appropriate stance or posture	1	2	3	4	5	6	
2) limited extraneous movement	1	2	3	4	5	6	
3) positive eye contact	1	2	3	4	5	6	
4) appropriate lip movement	1	2	3	4	5	6	
5) words on mouth sychronized to signs	1	2	3	4	5	6	
6) expressions match signed message	1	2	3	4	5	6	
7) expressions are natural	1	2	3	4	5	6	
8) expression matches spirit of the spoken message	1	2	3	4	5	6	
Sign to Voice							
1) voice quality	1	2	3	4	5	6	
2) keeps pace with signer	1	2	3	4	5	6	
3) correctly interprets sign message	1	2	3	4	5	6	
4) fingerspelling	1	2	3	4	5	6	
5) numbers	1	2	3	4	5	6	
6) uses proper English	1	2	3	4	5	6	

Improving the Skills of Educational Interpreters

Your initial goal as support service coordinator will be to hire well qualified interpreters. As opportunities for hearing impaired students in academic and vocational settings expand, however, educational interpreters will be required to continually enhance their communication skills. Upgrading expressive and receptive signing skills, enhancing technical language, and improving the use of body language constitute essential aspects of any ongoing training for interpreters. Monetary limitations and special training requirements obviously limit the extent to which you will be able to facilitate professional improvement in your educational interpreters. There are at least four forms of continuing education that deserve mention.

I. Video Tape Training

Video tape material, whether obtained from outside sources or created in-house, serves an important role in augmenting educational interpreter skills. (For more detailed discussion see Manual Communication by Barbara Babbini). Video taping individual interpreters in your program provides the opportunity for self-evaluation of expressive skills in a non-threatening and direct fashion. Interpreters may individually, or in small groups, critique their own expressive skills in terms of manner (posture), clarity of signs, use of appropriate signs, facial expression, eye contact, random movement, use of space, or other essential elements of effective communication. Furthermore, a collection of in-house video tapes offers exposure to different interpreting styles.

The use of video tapes also provides the opportunity to enhance receptive skills. With a collection of video tapes containing signed messages of varying lengths and speeds, individuals can rehearse sign to voice skills. A library of signed information could be designed to include different interpreters, cover a full range of academic or vocational areas, and provide examples of various aspects of signing that may be reversed, such as fingerspelling, numbers, and conversations.

The availability of a video tape system further allows your program to take advantage of video packages which have been provided across the country. For example, NTID has produced an extensive video services of standardized technical signs, and T.J. Publishers has produced the materials of Dennis Cokely, illustrating many linguistic aspects of ASL. Clearly, video taping is a flexible and cost effective adjunct for upgrading educational interpreter's skills.

II. Audio-Cassette Tapes

Audio cassette tapes are another tool that can be used effectively to enhance communication skills and speed. With an audio tape library of course lectures, classroom discussions and other samples of school life, interpreters can rehearse technical vocabulary before entering a new course with new material and try various approaches for signing difficult concepts. With audio tapes, interpreters can practice indicating multiple speakers and specific material which may be difficult for individual interpreters, i.e., numbers of finderspelling. Audio cassette tapes are easily portable and offer the additional advantages of low cost, flexibility, and minimal technical support.

III. Conventions, Workshops, and Classes

The experience of attending or participating in professional meetings has great merit as an additional source of training. The national convention sponsored by the National Registry of Interpreters for the Deaf (RID) offers workshops on all phases of interpreting, such as educational interpreting, legal interpreting, medical interpreting, and dramatic interpreting. The convention of American Instructors of the Deaf deals with areas of interest related to education such as: career education, community involvement and curriculum. Statewide meetings of the Speech and Hearing Association or the Council for Exceptional Children provide exposure to the issues of mainstreaming deaf and other handicapped students.

Local chapters of RID sponsor a variety of workshops geared to the special needs of interpreters. These day-long workshops cover such topics as: sign to voice interpreting, interpreting ethics, and oral interpreting. Week-long workshops are sponsored yearly by training programs which are members of the National Interpreter Training Consortium such as Gallaudet College, California State University Northridge, and National Technical Institute for the Deaf.

Courses in intermediate or advanced sign language may be available at nearby community colleges. Most of these classes are open to continuing education students and offer Continuing Education Units. The interpreter may even be reimbursed by the school district for the cost of such courses.

IV. Involvement in Local Deaf Community Activities

Contact with members of the deaf community is an excellent way to improve receptive and expressive conversational ASL skills. Interpreters can attend captioned films, parties, functions sponsored by deaf church groups or visit a deaf club. As support service coordinator, you may wish to print a quarterly calendar of events to make information accessible to interpreters and other staff members.

APPENDIX A

BIBLIOGRAPHY

Bibliography

Sign Language

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APPENDIX B

HOW TO USE AN EDUCATIONAL INTERPRETER

HOW TO USE AN EDUCATIONAL INTERPRETER

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A. Who Needs an Interpreter

Some people need interpreters to help them communicate. Interpreters take the parts of one language and change them into the parts of another language. Maybe one person uses French. Maybe another person uses English. A French-English interpreter knows both languages, so he can help the two people communicate.

The same thing is true for an interpreter for the deaf. Maybe a deaf person uses sign language. A hearing person does not know sign language. The hearing person uses English. An interpreter can help the two people communicate, because he/she knows both languages.

The interpreter changes spoken English into sign language. He/she uses hands for facial expressions, and body movements. Now the deaf person can see what the hearing person is saying and understand it. The interpreter changes sign language into spoken English for the hearing person. He uses his voice, facial expressions and inflection (different ways that a voice can sound). Now the hearing person can hear the words that the deaf person is signing and understand them.

The two people can communicate very easily, with the help of an interpreter.

Maybe you think an interpreter is only for a deaf person. You are wrong! An interpreter must have at least two people to work for, one deaf person and one hearing person. An interpreter helps a deaf person and a hearing person at the same time. All three people work together to make communication smooth.

B. Why Use an Interpreter

Why would you want to use an interpreter? When you are with your friends, family, and people who know you, you can communicate. Maybe you use sign language. Maybe you lipread. Maybe you write. Maybe you use your speech. These are fine ways to communicate.

But sometimes communicating is hard for you. People who don't know you have a hard time, too. Maybe they cannot sign or cannot understand your speech. Maybe the new person has a mustache and it is hard to lipread him. Maybe you have a job interview. That is very important and you want things to go smoothly. Maybe you have a doctor's appointment. You want to explain very clearly how you feel so the doctor can help you.

What can you do? You can use an interpreter. Now communication can be smooth. You can be independent. You can talk freely. The interpreter can voice (say) your words to the other person and sign his/her words to you. Now everything is clear. No one is confused or scared.

Independence is very important. You are part of the conversation. Maybe you want your conversation to be private. You can watch the interpreter and the other person. You know exactly what is happening. You don't need your mother or a hearing friend with you.

Sometimes the conversation is very smooth. The hearing and deaf person communicate easily. They almost forget that they have an interpreter working for them. That is very nice!

C. When to Use an Interpreter

1. Make a list of all the places you can use an interpreter. Think about why an interpreter would be helpful.

Maybe you don't want the other person to know you are deaf. That is your choice. You do not have to say you are using an interpreter if you don't want to.

You should learn special things to do on the telephone. For example, you should learn what to say to the operator. The operator helps you make person to person calls or collect calls. He/she might ask you these things:

1. your name
2. the number you are calling from
3. the number you want to call
4. the area code you want to call
5. if you are calling person to person, the operator will ask you for the name of the person you are calling

You should be ready with your answers because the operator is often impatient. If you do not answer quickly, he/she will hang up. What will you do! You may feel scared or frustrated on the phone. But don't worry, just hang up and try again!

Sometimes using an interpreter on the phone can be confusing. Maybe you are a male and your interpreter is a female. The person you are calling says, "What is your name?" You answer, "My name is George", but your interpreter has a female voice. It sounds funny for a girl to say, "My name is George", so the other person becomes confused easily. Maybe he/she think someone is being rude or playing a joke. If the phone conversation gets confusing, what should you do?

IT IS YOUR RESPONSIBILITY TO SOLVE THE PROBLEM!!!

It is your phone call. It is not the interpreter's phone call. The interpreter will only voice what you say. The interpreter will not speak for himself. He will not explain. That is up to you. Maybe you can explain that you are deaf and are using an interpreter.

2. Did you think of all these places?

in a classroom
in a court of law
at a job interview
in a doctor's office
at a public lecture
in a hospital
in a bank
on the telephone
in a church
in a lawyer's office
at a movie
on television

There are many people who do not know sign language. Many people have never met a deaf person before. Maybe you want to take a class in a public college or in your community. Maybe you have a job interview. You could be sick and have to go to the doctor's office or the hospital. You want to get a loan from the bank to buy a house. Maybe you want to get married. An interpreter can work for you in all these places.

Many conversations are very private. You do not want other people to know your private business. But what about the interpreter? The interpreter will keep your private business a secret. You will learn more about that later.

D. Telephone Interpreting

Telephone interpreting is a special kind of interpreting. It works like this: You can dial the number you want to call yourself. You can tell the interpreter exactly what you want to say. You say "I want to tell you..." instead of "Tell him that I say..." The interpreter's voice will say your words. The interpreter will sign the other person's words to you. You must watch carefully. You must be ready to answer. Many people are impatient on the phone. They want you to hurry. They don't understand that it takes longer for you to sign and for the interpreter to voice your words.

You can explain what is happening. You can say "My name is ______, I am using an interpreter because I am deaf." Now the other person understands.

1. Interpreting on the phone is hard work for the interpreter.
2. Hearing people are not used to deaf people using the phone.
3. Sometimes they become confused, frustrated, or nervous.
4. Sometimes you, too, will become confused, frustrated, or nervous.
5. Because you do not have a lot of experience on the phone.
6. But don't give up. Keep trying. It will take time to use the phone, but it is worth it! You will feel very confident and independent when you can use the phone successfully.

Another kind of phone: TTY

You know that a TTY is a typewriter phone for a deaf person. Now there is a new word for TTY: it is TDD. This means Telecommunication Devices for the Deaf. A TDD can be like an old fashioned TTY, or it can be a fancy new machine that shows words with lights instead of typing on paper. It looks almost like the electronic cash registers you see in the grocery stores. There is also an invention called a vista phone, that looks like a little TV. You can really see the other person sign to you. (Both people must have a vista phone for it to work.)

Also you can now make person to person calls and collect calls on a TTY. There is now an operator to help you. She has a TTY too! Write to the Bell Telephone Company of PA. and ask for information about the TTY operator.

E. Where to Find an Interpreter

There are many places where you can find an interpreter.

1. You can contact your local occupational vocational Rehabilitation office for help. In some states this agency is called BVR or VR. You can find the address in the phone book.
2. Some states and big cities have interpreter referral services. You can find them in the yellow pages of your phone book under INTERPRETER.
3. Forty-nine states in this country have a Registry for Interpreters of the Deaf (RID). This is a group of people interested in professional interpreting. You can find an interpreter if you contact your state's RID Chapter (group).

If you live in Wyoming you are stuck, because Wyoming doesn't have an RID Chapter. But if you live in Vermont you are lucky, because Vermont has a new RID Chapter. You can go to the VR office. They can tell you how to contact the Vermont RID Chapter. The PA chapter is called the Greater Philadelphia Registry of Interpreters for the Deaf (GPRID). Its number is 222-0277.

There is one other way to find an interpreter. Maybe you have deaf friends. They have used interpreters before. They can tell you the name and address of a person that interpreted for them before.

Philadelphia has two interpreter referral agencies. The first is Elwyn Institute (#386-2700). The second is the Deaf Hearing Communication Center (DHCC) in Springfield, Delaware County (#543-3065 or 528-6168). When you need an interpreter, try to call the referral service in advance. The referral agent needs time to find the best interpreter for you. He/she will ask you the following information:

1. your name
2. your address
3. your phone number
4. interpreter date
5. starting time
6. ending time
7. situation
8. your location

Sometimes there is an emergency and you need an interpreter fast. The referral service will do its best to help you then, too.

F. The Responsibilities of the Interpreter

1. The interpreter must be on time. Suppose you have an appointment. You arrive on time, but your interpreter arrives late. The interpreter makes you late for your appointment. That is not your fault, but you see the consequences. Your interpreter *should not* cause you to be late.
2. The interpreter must dress appropriately. Imagine that you are dressed nicely for a job interview. Your interpreter arrives with old jeans on. How do you feel? Embarrassed! The interpreter should dress nicely, too. Maybe your interpreter arrives on time, but he/she is wearing a bright yellow shirt with red dots. You must look at the interpreter for a long time. The dots make you dizzy. You can not read the interpreter's signs easily. The interpreter should wear a solid, dark color shirt, so you can see clearly and understand what is happening. Maybe your interpreter is wearing a necklace, big earrings, or many bracelets. All the jewelry is moving around, making noise, and bothering you and the hearing person. Maybe your interpreter has a long mustache or a messy beard or bright lipstick. This makes it hard for you to concentrate and lipread. Interpreters should *not* wear jewelry. Maybe the interpreter has a mustache or beard; it should be trimmed nicely. Then the deaf person can lipread easily. If the interpreter wears lipstick, it should be a soft color that is easy to look at.
3. The interpreter must sign *exactly* what the hearing person is saying. The interpreter can not change the meaning of the words of the hearing person. The interpreter will not try to trick you and tell you the wrong thing.
4. The interpreter must voice *exactly* what you sign to the hearing person. The interpreter will not change your words. If you sign, "That doctor is stupid", the interpreter will say, "That doctor is stupid." The interpreter will be your voice. He/she will say *exactly* what you say, even if you swear!
5. The interpreter must explain his/her role. The interpreter needs to explain what he/she will do. The deaf person and the hearing person need to understand about the interpreter's job. The interpreter might say this: My name is Jane Smith. I am your interpreter. I will sign *everything* I hear. I will say *everything* that is signed. I am here to help the communication to be smooth. I am not here to talk about my *own* feelings. I am not here to give advice. Now everyone understands what will happen.
6. The interpreter will not talk about his own opinions or feelings. Your business is *not* the interpreter's business. Suppose you go to buy a car. It costs $5,000. Maybe your interpreter thinks that is too much money. The interpreter should not tell you. He should *not* give his own opinion. You don't care what the interpreter *thinks*. You only want him to *interpret*, that's all!

7. The interpreter must be very skilled at keeping secrets. This called confidentiality. Maybe you go to the doctor. You find out that you are very sick. That is your private business. But the interpreter is there and now he/she knows your private business. He/she must not tell anyone what he/she knows. Maybe later your friend calls the interpreter on the phone. She says you told her you went to the doctor's office. But you did not tell her what the doctor said. She asks the interpreter what the doctor said to you. Will the interpreter tell your friend your private business? NO! What will the interpreter say? The interpreter will say, "If you want to know what the doctor said, please ask your friend. Do not ask me. It is not my business. I can not tell you anything." The interpreter should not tell anyone these things:
    1. who he/she interpreted for
    2. where he/she interpreted
    3. what day or what time he/she interpreted
    4. anything that happened or anything that he/she learned during the interpreting time

G. The Responsibilities of the Deaf Person

1. The deaf person must not say private things to the interpreter. Imagine that you are at the doctor's office. This is the first time you have used this doctor. You are not sure if you can trust him. You sign to the interpreter, "Do you think this man is a good doctor?" What will the interpreter do? He will voice exactly what you say! The interpreter is not with you to give you personal advice or to have private conversations. Everything you say will be voiced by your interpreter.
2. The deaf person must let people know if he/she does not understand. Suppose you are in the lawyer's office. You are discussing some very important personal business. You are confused; you don't understand what is happening. What should you do? Explain that you don't understand! Do not let the confusing situation continue! Maybe you can understand the interpreter's sign language, but the lawyer is using hard words. Maybe you can not understand the interpreter himself. You, the interpreter, and the lawyer must work together to solve the problem. Maybe the lawyer can talk slower and use easier words. Maybe you can bring in another interpreter to help. You do not have to be confused.
3. The deaf person must talk to the hearing person. Do not talk to the interpreter. Which way is better? Why?

Deaf person: Ask him how much money I must pay each month for my new car.	Deaf person: I would like to know how much money I must pay each month for my new car.

Remember, the interpreter will voice exactly what you sign. You must be polite to the hearing person, and you want the hearing person to be polite to you, too. Look at the hearing person when you sign. Say "I want to know...", instead of "Ask himself..." The interpreter will say, "I want to know..." The hearing person will feel good that you are talking to him/her, instead of the interpreter. The hearing person will learn, too. Now he/she will talk and look at you when he/she speaks. He/she will say "I will tell you..." instead of "Tell him that I say..." But what if the hearing person is confused or scared? You can help! Think about this conversation.

hearing person: Well, tell him that his monthly payments will be $86.50.

deaf person: Thank you, sir. But, could you please talk directly to me? Please do not talk to my interpreter; talk to me.

Now you have solved the problem!

H. The Responsibilities of the Hearing Person

1. The hearing person should look at and talk to the deaf person, not to the interpreter. Allowing the deaf person to lipread, he/she should say "I want to tell you..." instead of "Tell her..." This makes the deaf person feel involved in the conversation.
2. The hearing person should not say private things to the interpreter. The interpreter will sign everything that he/she hears, what's wrong with this conversation?

   cop: (to deaf person) you are under arrest for stealing a car. You wait here for your lawyer. He will come soon.

   Deaf person: O.K., I will wait.

   cop (to interpreter): Don't tell him this, but I think he is guilty. What do you think?

   The cop was wrong! He should not talk privately to the interpreter. What will the interpreter do? He/she will sign everything that he/she hears and will explain again to the cop. "Do not talk to me, please. I will sign everything you say. I am here to interpret. I am not here to have private conversations myself."
3. The hearing person should co-operate with the interpreter and the deaf person. Maybe the hearing person talks very fast. The interpreter can ask him to please talk slower. The hearing person should do what the interpreter asks.

Maybe the deaf person wants to lipread, but the hearing person keeps turning his head. The deaf person can tell the hearing person, "Please face me when you are talking." The hearing person should do what the deaf person asks. That will help make communication easier.

I. Who Pays the Interpreter

This is a hard question. The interpreter needs to get paid for his/her work. Who will pay? It depends on who hires the interpreter. Maybe your VR Counselor says you must have a physical check-up before you go to college. Your VR Counselor sets up your doctor's appointment and hires an interpreter to go with you. Then, VR will pay the interpreter.

Maybe you want to get a bank loan to buy a house and you want to make sure you understand everything completely. You contact an interpreter and ask him to go to the bank with you. You hired the interpreter yourself so you must pay him.

How much money should you pay? That depends on where you live, who your interpreter is, how long your interpreter works for you, and the interpreter's experience.

Fees (money that you pay for a service) are different in different states. Some interpreters have a lot of experience and a lot of skill. Other interpreters are very new. Interpreters are paid by the hour. In Vermont interpreters earn between $4.00 and $12.00 per hour. You should ask your interpreter what his/her fee is before you hire him/her. Maybe you feel he/she charges too much money. You can say, "No thank you, I will find a different interpreter." Why is an interpreter's fee high? Interpreting is hard work. People must study and practice for a long time before they become interpreters. Ten dollars may seem like alot of money for only 1 hour of work, but it is fair.

J. What If You Have a Problem

Maybe you feel you have a problem with your interpreter. You think that the interpreter is not doing the right things when he/she is working. What can you do?

1. You can discuss the problem with the interpreter. Explain the problem clearly. You should do this in private, not during the interpreting time. You and the interpreter can discuss the problem and solve it together.
2. Maybe you think a different interpreter would work better for you. You can explain this politely and you can ask for a new interpreter. That is your right. You do not have to suffer with an interpreter that you cannot understand. Explain to the interpreter that you are having trouble understanding him/her. The interpreter should understand. Sometimes the first interpreter will help you find a different interpreter.
3. If you have trouble with an interpreter, there is another way to complain. You can contact your local or national RID Chapter. They have a group of people called a grievance committee. They will listen to your problem. They will not punish the interpreter. They will discuss the problem with the interpreter and help the interpreter solve the problem. The interpreter will try to improve so that he/she can do his job better.

K. Interpreters Are Different

You want to find a good interpreter. How do you know if a person is a skilled interpreter? Interpreters can be certified. This means they take a test to show their ability. Other experienced, skilled interpreters, and deaf people watch an interpreter sign and listen to him/her voice. They (reverse interpreters) watch and check to see if the interpreter has many skills.

Interpreters can be certified in different ways. Some state or local agencies have certification tests. These tests are different in different states. The names for the certifications are different, too. In Vermont there are 3 different levels of interpreters.

A Level Certification means: this person can interpret in many different situations like for large groups, small groups, in the classroom, or for one person. They are very skilled.

B Level Certification means: this person can interpret for small groups and in classrooms. They can interpret in low pressure situations.

C Level Certification means: this person can interpret for one person in a very low pressure situation.

The National RID gives certification tests, too. These tests are called evaluations. They are harder than the local tests. Special Teams of people give the tests. The Teams train very carefully to learn how to give the tests. Then they give the same tests to everyone. This means the tests are very fair. It doesn't matter if an interpreter lives in California or Maine. His/her RID test will be the same. An interpreter can earn different levels of certification by taking difficult tests.

Here is a list of the different levels and what they mean:

1. T C - Transliterating Certification. This means the interpreter listens to the person who is speaking, and changes the words from spoken English to sign language. He/she does not change the words or meaning. He/she does not change the order of the words. The interpreter also watches a deaf person sign English and uses his voice to say the deaf person's words.

2. I C - Interpreting Certification. This means an interpreter changes the words from spoken English to ASL. ASL is different from straight English sign language. Sometimes the signs are different; the way the signs go together is different, and the order of the words is sometimes different. The interpreter can also watch a deaf person sign ASL. He uses his/her voice to say the deaf person's words.

3. C S C - Comprehensive Skills Certification. Comprehensive means complete. A person with a CSC can transliterate and interpret. A CSC interpreter can also reverse or voice for a deaf person very well. He/she has passed all the tests with a very high score. He/she are very skilled.

   Oral Certification - Not all deaf people use sign language. Some deaf people are oral; they are skilled lipreaders. Maybe the person who is speaking is very far away and the oral deaf person cannot see well enough to lipread. An oral interpreter can sit near the deaf person, move his lips, and say (without voice) everything that the speaker is saying. Now the deaf person can lipread easily.

4. R S C - Reverse Skills Certification. This is a Special Certification for deaf people who want to become reverse interpreters. Suppose a deaf person has a very good voice and other people understand him clearly. Suppose another deaf person does not have a good voice. He/she can ask the first deaf person to voice for him/her. He/she will say exactly what the deaf person is saying or maybe one deaf person uses ASL. The interpreter has a hard time understanding the ASL. He/she does not want to make a mistake, so he calls an RSC interpreter to help. The RSC interpreter watches the ASL and changes the ASL into straight English sign language so the hearing interpreter can understand. The RSC interpreter can also change the straight English sign language into spoken English for the hearing person, so everyone can hear him.

L. Which Interpreter Is Best For You

This is another hard question that you must answer about interpreters for yourself. Maybe you know a CSC interpreter, but you do not like him. Maybe you like another interpreter better, but you know her skills are not as good. Which person will you choose? It is up to you to decide which person you want to hire.

Now you know a lot about interpreters. You have learned about responsibilities, pay and certification and you can make good decisions. Good Luck!